

ALTERNATE ACCESS for ELLs™

Grade PreK-K Cluster

Alternate Model Performance Indicators
&
Sample Alternate Assessment Activities



2011

Example Topics and Genres: Content Related to WIDA’s English Language Proficiency Standards

Grade Level Cluster: PreK-K

Content related to Standard 1: Social and Instructional language	Content related to Standard 2: The language of Language Arts	Content related to Standard 3: The language of Mathematics	Content related to Standard 4: The language of Science	Content related to Standard 5: The language of Social Studies
<p>Example Topics</p> <ul style="list-style-type: none"> • Classrooms • Colors • Feelings • Games • Hygiene & safety • Music & movement • Recreational objects & activities • Routines • School • Self & family • Social behavior • Spatial relations 	<p>Example Genres & Topics</p> <ul style="list-style-type: none"> • Chants & songs • Concepts about print • Environmental print • Fairy tales • Forms of print • Make-believe • Nursery rhymes • Picture books • Rhyme • Same & different • Sounds & symbols (phonemic awareness) • Story elements 	<p>Example Topics</p> <ul style="list-style-type: none"> • Attributes • Equivalency • Geometric shapes • Measurement of time • Non-standard measurement tools • Number sense • Numbers & operations • Patterns • Quantity • Size • Spatial relations • Temperature • Weight 	<p>Example Topics</p> <ul style="list-style-type: none"> • Air • Animals • Body parts • Change in self & environment • Colors • Forces in nature • Living and non-living things • Night/Day • Rocks • Safety practices • Scientific process • Seasons • Senses • Water • Weather 	<p>Example Topics</p> <ul style="list-style-type: none"> • Change from past to present • Classroom/School • Clothing • Community workers • Families • Food • Friends • Historical stories & legends • Homes in a community/Habitats • Location of objects & places • Neighborhood • Seasons • Shelter • Symbols & holidays • Transportation

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

English Language Proficiency Standard 1: English language learners **communicate** in English for **Social** and **Instructional** purposes within the school setting.

Grade Level Cluster: PreK-K

		Alternate ACCESS Level A 1 Initiating	Alternate ACCESS Level A 2 Exploring	Alternate ACCESS Level A 3 Engaging	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI/MPI	Attend to teacher who is talking about social and instructional objects (e.g., balls, swings) from pictures (of school, playground, or park scenes).	Match pictures of social and instructional objects (e.g., balls, swings) as directed orally or by answering yes/no questions.	Sort pictures of similar social and instructional objects (e.g., balls, swings) as directed orally.	Identify social and instructional objects (e.g., balls, swings) from pictures (of school, playground or park scenes) as directed orally.	Follow one-step oral directions pertaining to use of objects in social and instructional activities from pictures and oral statements.	Follow two-step oral directions pertaining to use of objects in social and instructional activities from pictures and oral descriptions (e.g., "Pick up the ball. Then give it to a friend.").	Indicate use of objects in social and instructional activities from pictures and complex oral directions (e.g., "Show me how to pass the ball from person to person.").	Simulate social and instructional activities according to pictures and sequential oral descriptions (e.g., "Make two rows. Choose a friend. Have the friend go between the rows.").
	Example Alternate Assessment Activities	When prompted (including verbal, physical, ASL, etc.), attends to (looks at, turns head towards, responds to when questioned) real objects, people, labeled pictures, colors, items, shapes, etc. Teacher models and gives a "Simon Says . . ." direction. Student follows direction.	Student matches identical pictures of objects (i.e., hygiene items: toothbrush, hairbrush, bar of soap) from a group of 2 matching pictures and 1 other distracter picture. Match identical objects, colors, pictures of people, shapes. Match photos of actual objects with illustrated pictures.	Student sorts pictures of recreational or classroom objects (e.g., 3 balls, 3 swings, 3 pencils, etc.) into groups as directed orally. Given six objects with two qualities, student sorts by colors, shapes, size, etc. (e.g., three red balls & three blue balls – sort into colored groups). Determine which objects are similar and which are different.	Student points to recreational objects (e.g., balls, swings) from pictures (of school, playground or park scenes) as directed orally. Student points to red colored object from a series of cards using other colored items: a yellow sun/a green leaf/ a red apple. Teacher asks student to point to the red apple.	Student performs action as teacher verbalizes one-step direction (e.g., teacher picks up ball and says "Pick up the ball"). Student performs action as teacher orally calls out the action (i.e. "Put the teddy bear in the box." "Put the teddy bear on your head.").	Student performs action as teacher verbalizes two-step direction (e.g. teacher picks up pencil and says "Pick up the pencil and give it to me"). Student performs 2 step actions: "Pick up the hat and put it on the teddy bear." "Stand up and touch your nose."	Student performs action as teacher asks. (E.g., "Show me what to do with a book. How would you open this book?") Using a stuffed animal as a prop, teacher asks, "Show me how to hold a tiny puppy." "Show me how to share a bag of M&Ms or animal crackers." "Show me how to brush your hair."	Student arranges blocks according to teacher's sequential oral descriptions. (E.g., "Now put the flat block on top of the square block.") Using a display of realia/doll clothes, teacher instructs, "Put the following items in the order as I name them: shoe, baseball, hat, socks."
Speaking	AMPI/ MPI	Vocalize to intentionally communicate wants and needs.	Repeat/imitate sounds modeled by an adult.	Repeat word approximations or words in response to questions.	Use social conventions, polite words or expressions when modeled in context (e.g., "Please" and "Thank you") in short dialogues.	Make polite requests from models or gestures (e.g., "Please sit down.").	Use polite language in conversations (e.g., role play, telephone talk).	Give compliments, offer apologies or express gratitude within conversations.	Adapt polite language to social situations appropriate to audience.
	Example Alternate Assessment Activities	Squeals, grunts, hums, etc. with communicative intent. Vocalizes with gestures.	When modeled and asked to say "Please", student makes one of the sounds in the word. Imitate sounds modeled by an adult (e.g., colors, friend/family member names, phonemes, animal sounds, noises). Initiates sound to communicate wants and needs (e.g., "mm" for more, /y/ for yes, etc.).	Give approximations of labels, names, objects, family members, colors, shapes, sizes, etc. from pictures or actual objects when asked a question about them. Repeats words or phrases from classroom routines or daily activities (e.g., criss-cross applesauce).	Student repeats polite words or expressions when modeled. Using single words or phrases, answers "wh" questions about wants, needs, daily activities; states name, gender, age, etc. Indicate choice between two options, when asked a question about them, with some approximation or single word.	Show three pictures: 1. teacher and student standing 2. teacher gesturing to student's chair with hand 3. teacher standing and student sitting. Ask "what did the teacher say?" and point to picture #2.	Student uses polite phrases in the context of a role-play conversation (e.g., says, "May I please talk to Timmy?" on the phone).	Teacher role-plays with the student a situation in which gratitude would be expressed (e.g., teacher gives gift to student at birthday party). Student expresses gratitude in the role-play using at least one simple sentence	Student adapts polite language in the context of role-plays with the teacher by using simple sentences. (Ex: student eating snack with friends vs. student eating at restaurant with parents' friends).

English Language Proficiency Standard 1: English language learners **communicate** in English for **Social** and **Instructional** purposes within the school setting.

Grade Level Cluster: PreK-K

		Alternate ACCESS Level A 1 Initiating	Alternate ACCESS Level A 2 Exploring	Alternate ACCESS Level A 3 Engaging	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI/MPI	Attend to pictures and/or text presented by the classroom teacher.	Match like pictures and/or text pertaining to classroom objects.	Recognize and/or sort letters and numbers.	Pair shapes of words related to illustrated classroom objects with print versions.	Match labeled pictures of familiar objects to those in illustrated classroom scenes (e.g. "Here is a picture with a word inside. Find the same word.")	Associate initial sounds or letters of illustrated classroom objects with words in print.	Distinguish letters, words and sentences in illustrated classroom scenes.	Identify words or phrases within illustrated classroom scenes.
	Example Alternate Assessment Activities	Teacher will present text with pictures of classroom scenes and student will track from one picture to the next. Look at a book held by a partner. Look at text and picture of classroom scene (With all of these classroom scenes you could plug in feeling words, routines, home, family life, etc.).	Teacher shows a picture of a child reading a book and then student indicates a similar picture from a row of pictures of a student reading, writing, and using scissors. Given two identical pictures and a distracter, student will indicate matching pairs (e.g., match a pair of identical objects, classroom items, foods, etc.). Points to correct picture from three examples of environmental print in response to direction ("Which is the classroom/community?"). Matches letters; matches number ("Which is the same?").	Teacher gives student cards with letters and numbers and models sorting. Student sorts or indicates which are letters.	Teacher presents student with a word (e.g., "desk"). Student matches word to correct word shape consisting of boxes- shorter ones to represent smaller letters (e.g., "e," "s") and taller ones to represent larger letters (e.g., "d," "k").	Teacher gives student labeled picture cards of classroom objects and a classroom scene. Student matches the labeled cards to the labeled objects within the classroom scene.	Teacher gives student pictures of classroom objects and cards with letters on them. Student matches letters representing initial sounds to the pictures.	Student points to various letters, words, or sentences in illustrated classroom scenes following teacher's directions.	Student "reads" 2-3 words or phrases aloud from an illustrated classroom scene.
Writing	AMPI/ MPI	Hold writing utensil correctly.	Make marks on writing medium associated with daily routines from labeled icons or objects.	Connect dots with purposeful lines to finish recognizable shapes of routines of daily life from labeled icons or objects.	Trace, copy or depict daily routines in drawings.	Reproduce initial letters associated with daily routines from labeled drawings or illustrated models.	Label pictures of daily routines from illustrated models using words with invented spellings.	Describe daily routines from illustrated models using words and phrases with invented spellings.	Compose notes about daily routines using phrases or short sentences with invented spellings.
	Example Alternate Assessment Activities	Scribbles.	Student traces shape of book (or pencil, sun, smile, bathroom symbol, bell, etc.).	Student is shown a semi-complete picture of a square and is asked to complete the square by drawing a line for the final side.	Trace, copy, or depict daily routines in drawings (e.g., waking up, brushing teeth, etc.).	Copy initial letter (e.g., on a picture of a calendar with the word "calendar" written, student will copy initial letter).	Student is presented with pictures of daily routines (e.g., brushing teeth, eating breakfast, etc.). Student labels pictures with words using invented (phonetic) spellings.	Student is presented with pictures of daily routines (e.g., brushing teeth, eating breakfast, etc.). Student describes pictures using words/phrases with invented (phonetic) spellings.	Student writes phrases or short sentences with invented (phonetic) spellings to describe personal daily routines.

English Language Proficiency Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level Cluster: PreK-K

		Alternate ACCESS Level A 1 Initiating	Alternate ACCESS Level A 2 Exploring	Alternate ACCESS Level A 3 Engaging	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI/MPI	Attend to teacher reading aloud from illustrated text.	Locate make-believe animals or persons within story scenes.	Match pictures as directed orally.	Identify pictures of make-believe animals or persons as modeled orally (e.g., "Here is a make believe horse. Find another one.").	Match make-believe pictures of animals or persons to oral statements (e.g., "This make-believe horse has a horn. Find one <i>without</i> a horn.").	Place pictures of make-believe animals or persons according to oral directions (e.g., "First is the girl; she is the princess. The prince is next to her.").	Arrange pictures of make-believe animals or persons in logical order according to oral directions.	Organize pictures to create make-believe stories (e.g., beginning, middle, end) according to descriptive oral discourse.
	Example Alternate Assessment Activities	Attends to means: Gazes, looks at, blinks, turns towards, leans/moves body towards speaker when reading aloud from a book.	Teacher presents student with a picture scene from a fiction story. Teacher says: point to the unicorn. Student identifies unicorn within picture.	Teacher shows student a farm animal, labels it, and models matching to an identical picture. Teacher says: This is a duck. Match it with another duck. Student matches picture to picture. Matches spoken words on a calendar (e.g., Weather).	Match similar pictures of make-believe animals or persons as directed orally. As part of a whole group activity, student is asked to find the cow (duck, pig, horse, and farmer) in a picture of farm life.	Student is presented with pictures of make-believe animals or persons (e.g., unicorn, dragon, gnome, etc.). Student finds picture that matches teacher's oral description. Teacher presents a picture of farm life and says: "Point to the cow in the barn" (duck on the pond, pig in the mud, horse in the field, farmer near the house, etc.).	Student places picture cards of make-believe characters into illustrated scene according to oral directions (e.g., "Put the princess in the castle. Put the unicorn by the pond."). Student places picture cards of farm animals into illustrated scene according to oral directions (e.g., "Put the cow in the barn. Put the duck by the pond.").	Teacher gives picture cards of make-believe characters to student. Student places them in order according to oral directions (e.g., "First is the unicorn. Now put the princess next, etc."). Arrange series of farm animals to include location.	Teacher gives picture cards of objects and make-believe characters to student. Teacher reads short story and student organizes pictures to correspond with sequence of story. Organize pictures of animals at zoo, on farm, at pond, and in the ocean.
Speaking	AMPI/ MPI	Vocalize to repeat words or letter sounds from rhymes following teacher request.	Repeat letter sounds of words or word parts from rhymes supported by illustrations.	Repeat individual words from rhymes supported by illustrations.	Repeat words or phrases from rhymes supported by illustrations.	Complete phrases from rhymes supported by illustrated models.	Describe persons or events in rhymes supported by illustrations.	Discuss what happens (plot or events) in rhymes supported by illustrations.	Paraphrase rhymes supported by illustrations.
	Example Alternate Assessment Activities	In response to teacher model, student will vocalize. For example, teacher says "the cat in the hat. Say cat." Student makes any sound (does not actually have to sound like "cat"),	When asked to say "cat, mat" student reproduces only part(s) of word(s). After teacher model of CVC word, student can reproduce any part(s) of the word. After a teacher model, student produces the beginning sounds.	After teacher models, student repeats a rhyming word (e.g., boat/coat, bat/rat, cap/map, pin/win, hog/log, cat/mat, etc.) when shown pictures of rhyming words.	When asked to say "cat, mat" student reproduces both words.	Show a picture of a cat on a mat, teacher says "cat on mat, cat on ____" student says "mat".	Student looks at illustrations depicting a familiar rhyme (e.g., Hickory Dickory Dock) and describes event of rhyme (i.e., mouse runs up and down the clock) using phrases. After looking at a picture book, student is able to answer "where" a story takes place (Ex: in the forest, on a farm, etc.).	Teacher reads, and student looks at illustrations depicting a familiar rhyme (e.g., Little Miss Muffet, There Was an Old Lady who Swallowed a Fly, etc.) and describes main events of plot using a simple sentence.	Student looks at illustrations depicting a familiar rhyme (e.g., Little Miss Muffet, etc.) and paraphrases the rhyme phrase by phrase. Student describes a character from a story using complete sentences (e.g., Goldie Locks is a little girl. She is lost and goes into a house that is not hers...").

English Language Proficiency Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level Cluster: PreK-K

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	<i>ACCESS Level 1 / Alternate ACCESS Level 1 Entering</i>	<i>ACCESS Level 2 Beginning</i>	<i>ACCESS Level 3 Developing</i>	<i>ACCESS Level 4 Expanding</i>	<i>ACCESS Level 5 Bridging</i>
Reading	AMPI/MPI	Acknowledge print and non-print materials. (Attend)	Identify the parts of books following teacher's example.	Demonstrate understanding of organization of print following teacher's example.	Distinguish between illustrated examples of print and non-print.	Match illustrated examples of the same form of print (e.g., two signs, two magazines).	Match functions of different forms of print with illustrated examples (e.g., notes, lists, menus).	Identify elements of print (e.g., letters, words, sentences) represented in illustrated forms.	Find elements of print in different forms (e.g., the same word in different fonts).
	Example Alternate Assessment Activities	When teacher shows material, student looks at material.	Teacher shows 3 picture cards and repeats "picture" while pointing to each picture. Student repeats pointing. Teacher will present a book and point to front cover saying, "This is the front cover" (repeating with back cover and title page) and then ask student to point to each.	Teacher shows 3 word cards and repeats "word" while pointing to each word and ask student to indicate any word. Student is able to hold print materials in correct position following teacher example. Directionality of text...."skoob"...	Teacher presents student with several cards: some containing pictures, others containing words. Student sorts the cards into two groups, pictures versus words. Teacher shows of the student the word "stop" and an octagon and says, "Find the word "stop."	Teacher gives student cards containing pictures of different forms of print. Student matches pairs of print together (e.g., two books, two newspapers, etc.).	Student is presented with pictures of different forms of print (e.g. postcard, lists, menus) and illustrated scenes that correspond to the function of the print (e.g., vacation, grocery store, restaurant). Student matches forms of print with corresponding graphics.	Student identifies letters, words, and sentences in a story following teacher's directions.	Student is presented with several words or letters written in different fonts. Student identifies matching pairs of words or letters.
Writing	AMPI/ MPI	Hold writing utensil correctly.	Make marks on writing medium depicting environmental print.	Connect dots with purposeful lines to finish recognizable shapes from examples of environmental print.	Draw or trace examples of environmental print (e.g., from foods or clothes).	Copy examples of environmental print from labeled icons or objects.	Produce names of objects or icons represented in environmental print using invented spellings (e.g., ☀ = sun).	List examples of environmental print in illustrated scenes using icons, words or phrases with invented spellings.	Use examples of environmental print in illustrated scenes to produce phrases or short sentences with invented spellings.
	Example Alternate Assessment Activities	Student orients utensil in preparation to write.	When given a sheet containing pictures of environmental print or real objects showing environmental print, student makes a mark on the environmental print.	When shown a card with a picture of a traffic sign, student produces a line to complete the outline of the traffic sign.	Teacher presents student with samples of environment print (e.g., labels, posters, etc.). Student chooses one and draws or traces the example.	Student copies example of environmental print from labeled classroom object (e.g., crayon box).	Student writes name of environmental print icon using invented spelling. (E.g., ☺ = face).	Teacher gives student illustrated scene with objects familiar from experience (e.g., classroom scene). Student lists examples of environmental print in scene.	Teacher gives student illustrated scene with examples of environmental print (e.g., zoo scene with labeled animals). Student writes phrases or short sentences using words from the scene.

English Language Proficiency Standard 3: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level Cluster: PreK-K

		Alternate ACCESS Level A 1 Initiating	Alternate ACCESS Level A 2 Exploring	Alternate ACCESS Level A 3 Engaging	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI/MPI	Turn eyes or head towards sound of teacher showing and verbalizing patterns.	Demonstrate one-to-one correspondences.	Match pictures of patterns given oral directions.	Imitate pattern sounds with physical movement from modeling (e.g., clap, snap, stomp).	Select "What comes first, next or last?" in illustrated patterns according to oral directions.	Sort patterns from non-patterns in pictures from oral directions.	Identify patterns from pictures (e.g., "girl, boy, girl, boy") from oral directions.	Form patterns from pictures (e.g., "the tall girl, the short girl, the tall boy, the short boy") from detailed oral directions.
	Example Alternate Assessment Activities	Gazes, looks at, blinks, turns towards, leans/moves body towards speaker in the context of a mathematics activity, morning circle time: daily calendar skills, etc. Attends to teacher pointing to numbers in sequential order (e.g., Calendar),	Teacher claps, then student imitates clap. Teacher claps twice, student imitates. Teacher points to the calendar and day and says: "Today is Monday". Come point to Monday. Points to individual objects while another counts to five. When asked, distribute one object to each person a small group following model.	Teacher presents a picture of an apple and a banana. Teacher says: This pattern shows an apple and then a banana. Which pattern matches this one? (picture of apple then banana and picture of banana then apple)	Teacher claps, snaps, and stomps. Student imitates pattern.	Student is shown a picture of a pattern of shapes (e.g., circle, circle, square). Student is then given two cards: a circle and a square. Student uses cards to respond to teacher's questions about pattern (e.g., What comes first?). Teacher asks question: "Does circle come next?" Student answers yes/no. Identifies ordinal positions of objects (e.g., first, second, third, etc., next, last).	Upon request, ordering nested cups. Upon request, ordering graduated size objects.	Teacher shows student two different patterns and says, "Show me the pattern that goes boy, girl, boy, girl." Student indicates correct pattern.	Student is shown a picture of a pattern (e.g., big cat, little cat, big dog, little dog). Student is then given cards of the pictures (i.e., the different sized cats and dogs) and then arranges the cards in the correct order to match the pattern. Teacher asks, "If today is Monday, what day will it be in two days?" Student points to Wednesday."
Speaking	AMPI/MPI	Vocalize to repeat size words or number names following teacher request.	Repeat sounds or syllables of words as modeled by the teacher.	Repeat size, number, or shape words after modeled by teacher.	Indicate size of objects in pictures (e.g., "small," "big") using gestures and words.	Specify size of objects in pictures (e.g., "a small ball," "a big ball").	Compare the size or shape of two objects in pictures using phrases (e.g., "the smaller ball").	Make statements about size from pictures or illustrated scenes (e.g., "This is the <i>biggest</i> ").	Make up related sentences or "stories" about differences in size using comparative language from illustrated scenes.
	Example Alternate Assessment Activities	When asked to repeat t	Teacher says "big" and student repeats "b" or "bih".	Teacher says "big." Student repeats, "big." When given 2 sets of concrete items teacher will point out the group with more, fewer, and the same number. Student will repeat group labels (e.g., "more", "less").	Teacher points to picture of elephant and says, "Tell me a word about the elephant's size." Student says, "big". (To elicit gesture, teacher may say, "Show me with your hands- big or small?" while modeling gestures).	Teacher shows student a picture of two balls - one is big, the other is small. Teacher points to the small ball and says "small ball". Student repeats.	Teacher presents picture of three students (Kim, Bob, and Sue) standing in height order. Teacher points to Sue and says, "Sue is taller than Bob." Then teacher points to Kim and says, "Tell me about Kim. Is she taller or shorter than Bob?"	Teacher points to 3 balls and says, "This is big, this is bigger, and this is the biggest." Student points and repeats.	Student is presented with a picture of a large rabbit and a small rabbit. Student makes up a story relating to the rabbits' size (e.g., "This bunny is bigger than that one. The little bunny is the baby, and the big bunny is the mommy.").

English Language Proficiency Standard 3: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level Cluster: PreK-K

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI/MPI	Acknowledge books with shapes and non-shapes as teacher reads aloud.	Match labeled identical geometric shapes after teacher points to the shapes.	Sort labeled pictures of geometric shapes after teacher models sorting of the shapes.	Match pictures of real-life objects (e.g., books or windows) with figures of geometric shapes.	Classify pictures of real-life objects according to geometric shapes (e.g., circles or squares).	Sort diagrams of geometric shapes according to their first letter (e.g., "c" or "r").	Find pairs of matching words and diagrams of geometric shapes.	Identify words for geometric shapes from labeled diagrams.
	Example Alternate Assessment Activities	Gazes, (looks at, blinks, turns towards, leans/moves body toward) a book with pictures of shapes.	Teacher points to a rectangle and then student points to a rectangle from a row of rectangle, circle, and triangle.	Teacher gives student cards with different sized circles, triangles, and rectangles and models sorting. Student sorts or indicates matching shapes.	Teacher gives student pictures of real-life objects and pictures of geometric shapes. Student pairs the pictures of the shapes and objects together (e.g., wheel-circle, book-rectangle, rooftop-triangle, etc.).	Student is given pictures of real-life objects and sorts them according to their geometric shapes (e.g., circle= wheel, sun, orange, ball; rectangle= window, book, brick, basketball court).	Student is given cards of geometric shapes and cards with the first letter of the various shapes. Student pairs shapes and first letters together (e.g., c-circle, s-square, etc.).	Teacher gives student cards with geometric shapes and cards with the shapes' names written on them. Student pairs matches together. Teacher gives student pictures of pennies, nickels, dimes, and quarters as well as matching words. Student matches names of coins with picture of coin.	Student is presented with a picture (e.g., house) containing several labeled shapes (e.g., square, triangle, rectangle). Student identifies the words for the shapes
Writing	AMPI/MPI	Hold writing utensil correctly.	Mark symbols representing different times of day.	Connect dots to make purposeful lines to complete symbols representing times of day.	Draw, trace or copy pictures from models to express times of day.	Depict times of day (e.g., day or night) from illustrated scenes and models using icons, letters or scribble writings.	Express times of day (e.g., morning, noon or night) from illustrated scenes and models using words with invented spellings.	Complete "story" starters related to times of day from illustrated scenes and models using words or phrases with invented spellings.	Produce "stories" about times of day related to events or actions using phrases or short sentences with invented spellings.
	Example Alternate Assessment Activities	Student orients utensil in preparation to write.	Student is presented with symbols representing time of day (e.g., sun, moon) and symbols not related to time of day (e.g., car, house). Student marks symbols related to time of day.	Given a partially complete symbol representing a time of day, student will draw a line to complete the symbol.	Draw, trace, or copy symbols expressing times of day (e.g., sun, moon, stars, sunrise).	Teacher presents student with illustrated scene of a time of day (e.g., day, night). Student depicts time of day by drawing icons (e.g., sun, moon), or writing letters or scribble writings.	Student is given illustrated scenes of different times of day (e.g., morning, noon, night). Student labels the scenes by writing words with invented (phonetic) spellings.	Student is provided with illustrated scenes related to times of day (e.g., a boy going to bed at night). Student picks picture and completes story starter (e.g., "It is 8:00 at night. John...") using words or phrases with invented (phonetic) spellings.	Student is provided with illustrated scenes related to times of day (e.g., a girl waking up and getting ready for school in the morning, etc.). Student writes story about girl's actions using phrases or short sentences with invented (phonetic) spellings.

English Language Proficiency Standard 4: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level Cluster: PreK-K

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI/MPI	Attend to teacher showing and verbalizing living or non-living things.	Match oral labels of living things with pictures and/or actual objects.	Sort living and non-living things by properties - texture, smell, sound, taste, color, etc.	Classify living or non-living things from oral statements and pictures.	Match oral descriptions of living or non-living things with pictures (e.g., "It lives in water. It swims.").	Identify living or non-living things from WH-questions and pictures (e.g., "Which animal has no legs?").	Match features (e.g., feathers/birds, fur/ dogs, skin/people) of living or non-living things according to pictures and oral directions.	Organize pictures with labels or other graphic representations of features of living or non-living things described orally.
	Example Alternate Assessment Activities	Gazes, looks at, blinks, turns towards, leans/moves body towards speaker in the context of a science activity.	Upon request, student will identify different kinds of living and non-living things: plants, animals, rocks, etc. Teacher shows a labeled picture of a plant, points to picture, and says, "This is a plant." "Show me a plant". Student points to the plant from a row of plant, rock, and house.	Follow one-step direction to explore sensory properties of objects (e.g., textures, smells, sounds, tastes, colors, etc.).	Teacher presents student with pictures of several living and non-living things (e.g., dog, worm, fish; house, shoe, box). Teacher states which are living and non-living and then points to a picture and asks, "Is this a living thing?" Student answers yes/no or sorts into two groups using graphic T-chart.	Student is presented with pictures of three living and non-living things. Teacher gives oral descriptions of each thing, and student identifies the matching picture. (E.g., "It lives in a nest, has wings, and flies in the air." – Bird).	Teacher presents student with pictures of several living and non-living things. Teacher asks WH-questions about the pictures (e.g., "Which animal lives in the water?"), and student identifies the corresponding picture (e.g., fish).	Teacher presents student with pictures of several living and non-living things, and orally describes features (e.g., number of legs). Student selects corresponding picture (e.g., 2 legs= human, 4 legs= dog, 8 legs= spider).	Given several pictures of living things, student organizes the pictures into categories of features according to labels (e.g., wings= bird, butterfly, bee; paws= cat, bear, dog; fins= fish, dolphin, whale).
Speaking	AMPI/MPI	Vocalize to repeat weather words or letter sounds following teacher request.	Repeat letter sounds or syllables of weather words.	Repeat individual weather words.	Name familiar objects in photographs or illustrations associated with weather conditions (e.g., "cloud").	Describe weather conditions from photographs or illustrations (e.g., "windy").	Predict weather conditions from illustrated scenes (e.g., "It's going to rain.").	Compare or contrast weather conditions in illustrated scenes.	Express likes, dislikes or preferences, with reasons, related to weather conditions from illustrated scenes.
	Example Alternate Assessment Activities	Teacher says, "Say sun." Student vocalizes (e.g., "Egh").	Teacher points to sun and say <u>S</u> UN (rain, wind, cold, hot, etc.) Student makes S sound.	Teacher points to sun and says "Say Sun (rain, wind, cold, hot, etc.). Student repeats word. With adult model, repeats word from weather-related songs, poems, etc.	Teacher presents student with a picture of a weather scene. Student points to and names at least one object (e.g., sun, cloud, rain, snow).	Given a picture of a weather scene, student uses a phrase to describe the weather conditions (e.g., "windy," "It's snowing," etc.). Describe a scene depicting, weather, seasons, etc.	Teacher presents student with a picture of a gray sky with storm clouds, etc. and asks "What do you think will happen?" Student responds, "It's going to rain." Select a picture (from a choice of two) of a natural scene and describe what is occurring and what might happen next (e.g., farm scene with open gate, pasture scene with storm clouds, etc.).	Student is shown two pictures in which the weather conditions differ from one another (e.g., a sunny scene vs. a rainy scene). Student describes how the weather is different in the two scenes.	Student is shown pictures of several different weather scenes (e.g., sunny, rainy, snowy, etc.). Student points to preferred weather scene and when asked "Why do you like it?" justifies choice (e.g., "I like when it is hot and sunny because then I can go swimming.").

English Language Proficiency Standard 4: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level Cluster: PreK-K

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	<i>ACCESS Level 1 / Alternate ACCESS Level 1 Entering</i>	<i>ACCESS Level 2 Beginning</i>	<i>ACCESS Level 3 Developing</i>	<i>ACCESS Level 4 Expanding</i>	<i>ACCESS Level 5 Bridging</i>
Reading	AMPI/MPI	Look at book about body parts as teacher reads aloud.	Match identical pictures of body parts.	Sort labeled pictures of body parts from labeled pictures of non-body parts.	Apply concepts of print to books about body parts (e.g., "The book is about eyes. Show me the title of the book.").	Pair labeled pictures of body parts with matching icons.	Associate labeled pictures of body parts with initial consonants (e.g., nose-n).	Find labeled pictures of body parts with the same initial consonant (e.g., fingers-feet).	Match pictures of body parts with words.
	Example Alternate Assessment Activities	Acknowledge book about body parts as teacher reads aloud.	Teacher presents student with a labeled picture of a body part (e.g., nose, eye, mouth). Student finds the matching body part in a group of pictures of body parts, including the body part presented and distractors.	Given labeled pictures of body parts (e.g., eye, nose, mouth) and non-body parts (e.g., shell, plant, apple), student sorts the pictures into two groups.	Student handles book appropriately without model (e.g., finds cover and title, holds book right side up, differentiates between pictures and text, turns individual pages one page at a time, etc.).	Given several labeled pictures of body parts and matching icons, student pairs matches together (e.g., pairs labeled picture of nose with icon of nose).	Teacher presents student with labeled pictures of body parts and consonant letter cards. Student matches initial consonants to body parts (e.g., m with mouth).	Given 4 labeled pictures of body parts (e.g., nose, neck, teeth, cheek), student finds the two pictures that begin with the same sound (i.e., nose-neck). Additional examples: toes-teeth, fingers, feet, etc.	Teacher presents student with pictures of body parts and printed names of body parts. Student matches the labels to the pictures.
Writing	AMPI/MPI	Hold writing utensil correctly.	Mark drawings of pictures of materials needed for scientific inquiry.	Connect dots to complete lines in shapes of pictures of materials needed for scientific inquiry.	Produce drawings of materials needed for scientific inquiry from labeled pictures.	Copy names of materials needed for scientific inquiry from labeled pictures.	Reproduce lists of materials needed for scientific inquiry (e.g., bean, water, soil) from labeled pictures using words with invented spellings.	Describe materials used in scientific inquiry using words or phrases with invented spellings.	Relate experiences from use of materials in scientific inquiry using phrases or short sentences with invented spellings.
	Example Alternate Assessment Activities	Student orients utensil in preparation to write.	Teacher points to pictures of materials needed for scientific inquiry (ruler, magnifying glass, etc.) and names item as he/she points. Student marks the picture of the item that the teacher indicates.	Student finishes outlines of ruler, magnifying glass, etc.	Copies or produces picture of ruler, magnifying glass, etc.	Student is shown labeled pictures of materials needed for scientific inquiry (e.g., magnifying glass, etc.) and copies the names of 2-3 of the items.	Student is shown labeled pictures of scientific materials used for various projects (e.g., magnifying glass; bean, soil, water, etc.) Student makes list of the items needed to grow a bean plant (i.e., bean, soil, water). Student writes "yes" next to items that are needed to grow a bean plant and "no" next to other items.	Given labeled pictures of materials used in scientific inquiry (e.g., bean, soil, water), student writes 1-2 words using invented (phonetic) spellings describing each material (e.g., brown, soft, wet). Given labeled pictures of the seasons, students write 1-2 words describing each season.	Teacher suggests a recent experience involving scientific inquiry (e.g., planting and watering a seed). Student writes phrases or short sentences to describe the experience using invented (phonetic) spellings. Student writes a phrase or short sentence about an activity performed during a particular season. (Example: "I play in the snow in the winter.").

English Language Proficiency Standard 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level Cluster: PreK-K

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	<i>ACCESS Level 1 / Alternate ACCESS Level 1 Entering</i>	<i>ACCESS Level 2 Beginning</i>	<i>ACCESS Level 3 Developing</i>	<i>ACCESS Level 4 Expanding</i>	<i>ACCESS Level 5 Bridging</i>
Listening	AMPI/MPI	Attend to teacher showing and verbalizing social studies topics.	Match like pictures of social studies topics following oral directions.	Identify pictures of social studies topics given oral directions to match verbal labels with pictures.	Associate sounds of different social studies-related objects with pictures (e.g. "Which goes choo-choo?").	Identify social studies-related objects from visually supported rhymes or chants (e.g., "The Wheels on the Bus").	Match pictures of social studies-related objects with descriptive statements (e.g., "Airplanes go fast.").	Pair social studies-related objects with their environment (e.g., "Jets fly in the air,") based on pictures and oral directions.	Differentiate social studies-related objects from the past or present based on pictures and oral descriptions.
	Example Alternate Assessment Activities	Attends to speaker reading a book and/or showing pictures about clothing, locations within classroom or around the school (e.g., cafeteria, restroom, music room, gym, etc.), about self, family, community workers, modes of transportation, or other social studies topics.	Given pairs of pictures of different modes of transportation and asked "Which one is the same?", student will find the matching picture - also for clothing items, locations within the classroom and around the school, etc.	Teacher shows a picture of a donkey, a bicycle and a bus, and says, "Point to the bus." Teacher asks yes/no question: "Is this a car?" Match verbal labels pictures of clothing, holidays, locations in the classroom and school, etc.	Teacher presents student with pictures of different modes of transportation (e.g., car, train, plane), and asks "Which goes choo choo (or vroom vroom)?" Student points to train (or car). When given audio clip, student will select which of two pictures represents the mode of transportation.	Teacher presents student with pictures of different modes of transportation. Teacher sings verse of song (e.g., "The Wheels on the Bus", "Row Row Your Boat") and student points to corresponding picture.	Student is shown pictures of different transportation modes, and selects the picture that applies to teacher's oral description (e.g., "Bikes have two wheels," "Airplanes go fast, etc.). Students are shown pictures of seasons and asked what types of clothes they would wear during a season.	Student pairs pictures of modes of transportation (e.g., bus, plane, boat) with their environment (e.g., road, air, water) following oral directions. Pair community workers with things that they do: letter carrier with mail, vet with pets, dentist with teeth, etc.	Teacher reads short description of a covered wagon, mentioning that people used them to travel a long time ago. Student is presented with picture of wagon and car, and asked, "Which one did people use a long time ago?" Students sort pictures of present day modes of transportation, housing, or landforms.
Speaking	AMPI/MPI	Vocalize to repeat letter sounds or words about social studies topics (e.g., homes) following teacher request.	Repeat letter sounds/ syllables (e.g., initial, final) of words about social studies topics (e.g., homes).	Repeat all letters or syllable sounds (i.e., initial, middle, final) making up words for a social studies topic (e.g., homes).	Repeat names of different types of social studies topics (e.g., homes or habitats) from models and illustrations (e.g., "house," "nest").	Match related items in social studies topics (e.g., homes or habitats to their inhabitants) in illustrated scenes using phrases or chunks of language (e.g., "bee hive," "in a pond").	Describe different types of social studies topics (e.g., homes or habitats) from illustrated scenes using phrases or short sentences.	Compare /contrast different types of social studies topics (e.g., homes or habitats) from illustrated scenes using related sentences.	Provide detailed information about social studies topics (e.g., homes or habitats – personal address or "Birds live in nests in trees.").
	Example Alternate Assessment Activities	Teacher presents student with a picture of an apartment and house. Teacher asks, "Where do you live?" Student makes vocalization to intentionally communicate.	Teacher points to apartment building and says "apartment". Student says /a/. Teacher points to igloo and says "igloo". Student says /oo/ (for final sound).	Teacher points to picture of house and says, "house". Student repeats "house". Teacher points to apartment building and says "a- part-ment." Student says "a- part-ment."	Teacher points to picture of house and says, "This is a house. What is this called?" Student responds, "house". Student is shown pictures or models of different types of homes. Student repeats the name of each object after teacher model. Student is shown objects found in a kitchen and student repeats name after teacher models: fry pan ("pan") "stove", dishes ("dish"), "cup".	Student is presented with pictures of animals and their habitats. Student matches pairs together and explains using phrases (e.g., "Fish in pond," "Bird in nest," etc.).	Student describes pictures of different homes/ habitats using phrases (e.g., "Tell me about this (house)." - "It is big. It is blue."). Student is shown photos of items found in kitchen. Teacher says "Tell me about this." Student uses phrases or short sentence (i.e., knife - to cut food/ it is sharp/ Mommy has at home).	Student describes, using related sentences, how different homes (e.g., brick house, log cabin, straw hut) are alike/ different. Student describes how kitchen items are alike and different using related sentences. Student explains match between home and climate for homes from warm and cold or rainy and dry climates. Student sorts buildings that are urban and rural (country/city).	Student provides detailed information from: "Tell me about where you (birds, bees, etc.) live." Student provides detailed description of what happens in various community buildings (e.g., In a post office, people mail letters, boxes, buy stamps, etc.) Teacher says, "Look at the picture. Tell me what you see and what the people are doing." (Picture of family eating at a table at home).

English Language Proficiency Standard 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level Cluster: PreK-K

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A.2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	<i>ACCESS Level 1 / Alternate ACCESS Level 1 Entering</i>	<i>ACCESS Level 2 Beginning</i>	<i>ACCESS Level 3 Developing</i>	<i>ACCESS Level 4 Expanding</i>	<i>ACCESS Level 5 Bridging</i>
Reading	AMPI/MPI	Acknowledge book about food as teacher reads aloud.	Match identical pictures of food or food related items following teacher example.	Sort labeled pictures into groups of food-related and non-food-related items.	Recognize food-related symbols or icons in illustrations.	Match labeled pictures with words about food from various sources (e.g., labels on cans or cartons).	Find labeled pictures of food by initial sounds or consonants (e.g., "pineapple," "peas")	Sort pictures of food by initial sounds or consonants (e.g., "Find foods that start with the letter B.").	Identify food words in illustrated phrases or short sentences.
	Example Alternate Assessment Activities	Look at text and picture of food as teacher reads aloud.	Student is presented with labeled pictures of food-related items (e.g., sandwich, plate/fork, and cupcake) and non-food related items (e.g., book, pencil, and tire). Teacher models matching identical items into pairs. Student matches items into pairs.	Student is presented with labeled pictures of food-related items (e.g., sandwich, plate/fork, and cupcake) and non-food related items (e.g., book, pencil, and tire). Teacher models grouping items. Student sorts the pictures into two groups.	Student is shown a picture book about food. Teacher points to pictures of various food-related symbols and icons and asks student, "What do you think this book is about?" Student responds, "Food."	Teacher presents student with labels from food cans (e.g., beans, corn, etc) and labeled pictures of corresponding foods. Student matches pairs together.	Student is shown 3 labeled pictures of different foods (e.g., cheese, watermelon, and pizza). Teacher makes "p" sound and student points to food picture that begins with this sound (i.e., pizza).	Student sorts labeled pictures of different types of food into groups according to initial sounds (e.g., soup, sandwich, sauce; peas, pineapple, pie). Student sorts labeled pictures of candy with the same beginning sounds: candy bar, cotton candy, caramels, bubble gum, tootsie roll, lollipop.	Student is presented with an illustrated sentence related to food (e.g., "He likes ice cream"). Student points to the food word (i.e., ice cream) following the teacher's request. Student is presented with an illustrated sentence related to candy. "Edward has a lollipop." Student points to the candy word (lollipop) following the teacher's request.
Writing	AMPI/MPI	Hold writing utensil correctly.	Mark pictures of people, places or objects in school.	Connect dots to complete lines to produce shapes of people, places or objects in school.	Draw personal responses to people, places or objects in school from pictures or models.	Represent people, places or objects in school from pictures and models using letters or scribble.	Label people, places or objects in school from pictures and models using words with invented spellings.	Make lists of people, places or objects in school from pictures and models using words or phrases with invented spellings.	Create "stories" about people, places or objects in school from pictures using phrases or short sentences with invented spellings.
	Example Alternate Assessment Activities	Student orients utensil in preparation to write.	Mark desk, flag, simple map, etc.	Student finishes outlines of flag, simple map, etc.	Student selects an item from a picture bank of school-related places or objects and then draws a picture illustrating a personal experience related to the item (e.g., Student draws a picture of self and teacher reading book together; Chooses from kitchen utensils: dish, cup, fork, spoon).	Teacher presents student with labeled, school-related pictures (e.g., teacher, library, desk). Student writes letters or scribble writings to represent the pictures. Teacher presents student with labeled kitchen related objects. Student writes letters or scribbles writings to represent the pictures.	Student is shown school-related pictures (e.g., teacher, library, desk) and labels the pictures with words with invented spellings. Student is shown items from kitchen. Student writes correct label with invented spelling.	Student makes a list of all the school-related objects in a given picture using words/ phrases with invented spellings. Teacher gives students a picture of a scene with kitchen items. Student makes a list of items in the scene.	Student is shown an illustration of a school scene (e.g., a boy playing on the swings at recess with his friends). Student writes a "story" to accompany the scene using phrases or short sentences with invented spellings. Student is shown illustration of a family setting the table and cooking. Student writes a story about the picture.

ALTERNATE ACCESS for ELLs™

Grade 1-2 Cluster

Alternate Model Performance Indicators
&
Sample Alternate Assessment Activities



Example Topics and Genres: Content Related to WIDA’s English Language Proficiency Standards

Grade Level Cluster: 1-2

Content related to Standard 1: Social and Instructional language	Content related to Standard 2: The language of Language Arts	Content related to Standard 3: The language of Mathematics	Content related to Standard 4: The language of Science	Content related to Standard 5: The language of Social Studies
<p>Example Topics</p> <ul style="list-style-type: none"> • Classroom & school rules • Everyday objects • Feelings & emotions • Following directions • Interests, opinions & preferences • Leisure activities • Likes, dislikes & needs • Personal correspondence • Personal information • School areas, personnel & activities • Sharing/Cooperation 	<p>Example Genres</p> <ul style="list-style-type: none"> • Fiction (literary text) • Folktales • Non-fiction (expository text) • Pattern books/ Predictable books • Poetry <p>Example Topics</p> <ul style="list-style-type: none"> • Compound words • Elements of story • Homophones • Phonemic awareness • Phonics • Rhyming words • Role play • Sequence of story • Spatial relations • Story elements • Story telling • Word families 	<p>Example Topics</p> <ul style="list-style-type: none"> • Basic operations (addition & subtraction) • Capacity • Estimation • Graphs • Interpretation of data • Money • Number sense • Patterns • Place value • Quantity • Shapes • Size • Standard & metric measurement tools • Symmetry • Time (digital & analog) • Two- & three-dimensional shapes • Weight • Whole numbers 	<p>Example Topics</p> <ul style="list-style-type: none"> • Animals • Astronomy • Body parts • Change • Chemical & physical attributes • Earth & sky • Force & motion • Gravity • Life cycles • Light • Living/Non-living things • Magnetism • Natural resources • Organisms & environment • Plants • Renewable & non-renewable resources • Senses • Sound • Water cycle • Weather • Weathering & erosion 	<p>Example Topics</p> <ul style="list-style-type: none"> • Artifacts of the past • Celebrations/Customs • Citizenship • Community workers • Cultural heritage • Families & responsibilities • Historical figures & leaders • Homes & habitats • Indigenous peoples & cultures • Jobs & careers • Land forms/Bodies of water • Money & banking • Neighborhoods & communities • Products in the marketplace • Representations of the earth (maps & globes) • Seasons • Time & chronology • Use of resources & land

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Grade Level Cluster: 1-2

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to teacher's oral instructions regarding symbols, objects, or people associated with school.	Match pictures of common objects in classrooms or schools.	Categorize pictures of symbols, objects, or people associated with classrooms or school areas, personnel, or activities from oral statements.	Identify symbols, objects or people associated with classrooms or school areas, personnel or activities from pictures and oral statements (e.g., "office" or "exit").	Locate school areas, personnel or activities from pictures and oral descriptive phrases (e.g., "corner of the room," "washroom down the hall").	Relate school areas, personnel or activities described orally in a series of sentences to illustrated school or classroom scenes.	Sort school areas, personnel or activities from non-school areas, personnel or activities according to oral descriptions with visual support (e.g., "Which person does NOT work at a school?").	Match oral descriptions of school areas, personnel or activities with individual needs or situations (e.g., "If...then...", "Suppose...").
	Example Alternate Assessment Activities	Student turns head, gives appropriate eye-gaze, facial expressions, or vocalizations, etc to indicate attention.	Teacher says, "This is a (table, door, desk, pencil, book, crayon, marker, chair, toy, calendar, window, cubby, etc). Find another (matching item)."	Teacher points to a pen and says, "You can write with this pen. What else can you write with?" Student selects the other writing utensil (out of pencil, bear, and blocks).	Teacher shows student a picture of an exit sign and says, "This is a picture of an exit sign. Show me an exit sign in the hallway." Student points to exit sign in hallway.	Teacher shows student a picture of a classroom and says, "Show me where the teacher sits." Student points to the teacher's desk.	Teacher describes a specific school setting (e.g., music room) and then displays two pictures of settings. Student identifies the correct setting.	Teacher describes one area of the school and then shows student two pictures. Student identifies the described picture. Teacher presents student with pictures of various people doing their jobs and asks, "Which person does NOT work at the school?"	Teacher describes a specific scenario (e.g., "If a student feels sick, then where should she go?") Student identifies the correct place by selecting the correct picture that corresponds to the scenario (i.e., nurse's office).
Speaking	AMPI / MPI	Vocalize to intentionally communicate about everyday objects.	Repeat sounds or syllables from labels of everyday objects.	Repeat labels of everyday objects.	Name everyday objects depicted visually in real-life contexts (e.g., "paper" in a classroom scene).	Tell primary function or use of everyday objects depicted visually (e.g., "You write on it").	Relate multiple functions or uses of everyday objects depicted visually (e.g., "I do homework on the table and eat dinner there.").	Compare/contrast uses of everyday objects depicted visually (e.g., "I wash myself with soap. I dry myself with a towel.").	Evaluate and give reasons for usefulness of everyday objects (e.g., "Pencils are better than crayons for writing. You can write neater with pencils.").
	Example Alternate Assessment Activities	Teacher points to picture of swing and says, "Do you like to go on the swing?" Student vocalizes in response.	Teacher says a one syllable word and prompts student to repeat word orally (e.g., school/desk/chair/coat/rug/sink/gym/book/art/lunch/friend/etc). Teacher says consonant-vowel combination (e.g., "pa"). Student repeats. Student repeats single words related to expressing basic needs (e.g., "restroom", "eat").	Teacher says a two or more syllable word and prompts student to repeat the word (e.g., table/mailbox/pencil/bathroom/paper/music/backpack/cubby/notebook/principal/teacher/whistle/recess/ticket/computer/etc). Student repeats word.	Teacher holds up a pencil and says, "What is this called?" Student says "pencil."	Teacher holds up a pencil and says, "What do we use this for?" Student says, "to write" or other simple phrase.	Teacher shows an illustration of an everyday object that has multiple functions (e.g., table, water, computer, etc). Student relates at least two functions of the object using phrases (Example for water: "drink it," "wash dishes").	Teacher shows two pictures of objects. Student compares the functions of the objects and describes how they relate using at least one simple sentence (e.g., "I put on my socks. I tie my shoelaces.").	When shown two pictures of objects, the student evaluates the usefulness in a specific situation using at least one sentence (e.g., hose vs. watering can - teacher asks, "Which object would be more useful for watering house plants? Why?").

Grade Level Cluster: 1-2

		Alternate ACCESS Level A 1 Initiating	Alternate ACCESS Level A 2 Exploring	Alternate ACCESS Level A 3 Engaging	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to the names of labeled classroom objects presented by the teacher.	Match labeled pictures of objects within a classroom setting.	Identify initial letter sounds of illustrated classroom objects with printed words.	Match illustrated words with a word bank about classroom objects or activities.	Identify illustrated phrases reflective of classroom objects or activities.	Find examples of classroom objects or activities in illustrated sentences.	Select illustrated pairs of sentences reflective of classroom objects or activities.	Identify titles or main ideas illustrative of classroom objects or activities based on grade level text.
	Example Alternate Assessment Activities	Teacher points to labeled pictures and reads the object names. Student watches and listens attentively.	Teacher shows a picture of a child reading a book and then student indicates a similar picture from a row of pictures of a student reading, writing, and using scissors. Given two identical pictures and a distractor, student will indicate matching pairs (e.g., match a pair of identical objects, classroom items, foods, etc.)	Teacher provides initial sound (e.g., "p") of a classroom object. Student points to the labeled picture of the object that begins with that sound (e.g., paper).	Teacher shows a word bank with 3 words related to classroom objects. Student selects the word that matches a labeled picture.	Student matches written phrases to the labeled pictures of classroom activity (e.g., match labeled picture of a girl reading a book to the card with the printed phrase, "reading a book"; distractor items = "reading the news" "reading a letter").	Teacher shows a sentence related to classroom objects (e.g., "I am coloring with crayons,") and a picture of a single item. Student identifies the word in the sentence that is the name of the classroom object.	Teacher gives the student pictures of students doing different classroom activities and written sentences that describe the pictures. Student matches the appropriate sentences to each picture (e.g., matches a picture of a boy painting to the sentence that says, "Jamie paints in art class.").	Teacher shows the student three books. Student chooses which book is about a school classroom based on the title and/or cover of the book.
Writing	AMPI / MPI	Circle or mark words about self.	Communicate about self through print or pictorial forms.	Trace or copy first name.	Trace copy or produce words about self using models and pictures.	Make lists for varying personal purposes using models and pictures (e.g., school supplies).	Relate personal facts (e.g., to pen pals) using models and pictures (e.g., "I play soccer.").	Produce personal messages for friends or family using models and pictures.	Compose personal stories from pictures or illustrated scenes.
	Example Alternate Assessment Activities	Teacher presents several adjectives. Student identifies adjectives describing himself (or pictures of other people) by circling or marking them using a crayon, pencil, or other writing utensil.	Teacher presents student with writing utensil, paper, and colors/paint and instructs the student to draw a picture of himself/herself. Student draws a picture of himself/herself. Student writes a few letters from his or her name.	Teacher presents student with student's first name printed on a piece of paper. Student traces or copies name.	Given labeled pictures, student traces the words associated with the pictures.	Teacher presents student with several pictures of activities (e.g., swimming, biking, painting, drawing, camping, watching movies, etc.). Student makes a list of the activities he/she likes to do using a provided word bank.	Student draws a picture of himself/herself. Teacher provides a model of an "I" statement and asks the student to write two "I" statements about himself/herself and something he/she does or likes to do.	Student writes a note to a friend (1-3 sentences) using a "fill in the blank" format (e.g., student writes an imaginary postcard telling a friend about his/her vacation using given words such as "sandcastle," "swimming," "playing," etc.).	Student writes a short story (2-4 sentences) based on an illustration using a given word bank.

English Language Proficiency Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level Cluster: 1-2

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to teacher reading aloud from illustrated pattern or predictable books.	Match characters, places, or objects from visuals and oral labels in illustrated pattern or predictable books following oral directives.	Identify characters, places, or objects from visuals and oral labels in illustrated pattern or predictable books.	Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books.	Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books.	Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books.	Interpret visual connections between characters, places or objects in paragraphs or pages read aloud from illustrated pattern or predictable books.	Draw conclusions about main ideas from pattern or predictable books read aloud.
	Example Alternate Assessment Activities	Teacher shows the student a book. Teacher says, "This is a book." Teacher proceeds to read the book aloud. Student pays attention as the book is read.	Teacher shows student a picture and says: Here is a bear. Find the other bear.	Teacher says: Show me the moose. (no example picture given)	Teacher shows student several pictures from a picture book and asks the student to select the picture that corresponds to a specific sentence from the book (e.g., "Polar bears live in the snow." Student indicates the picture of the polar bear in the snow.)	Teacher reads descriptions of characters aloud from a book. Student points to pictures of characters that correspond to the text.	Using a Venn diagram, the student decides which pictures and phrases fit specific criteria as labeled on the diagram.	Teacher provides visual images of characters, places and objects. When teacher reads short text, student makes connections by matching appropriate pictures of places and objects with correct characters.	Teacher reads short book and then asks student, "What do you think is the main idea of this book?" Student states main idea. Teacher gives the student 3 pictures, each with a short written paragraph on them and asks, "What do you think would happen next?" Student chooses a logical illustrated paragraph.
Speaking	AMPI / MPI	Vocalize in response to questions about main characters from illustrated stories.	Repeat sounds or syllables of names of main characters from illustrated stories.	Repeat names of characters, objects, actions, or settings from illustrated stories.	Name people (e.g., "boy," "man") or objects depicted in illustrated covers of fictional stories.	Describe people or objects in titles and illustrated covers of fictional stories.	Predict ideas in storylines based on titles and illustrated covers of fictional stories.	Make up the beginning of storylines based on titles and illustrated covers of fictional stories.	Relate storylines to personal experiences based on titles and illustrated covers of fictional stories.
	Example Alternate Assessment Activities	Teacher presents two pictures: one of the protagonist and one of the antagonist from an illustrated story. Student vocalizes in response to the question, "Which character do you like better?"	Teacher models name of main character from picture book read orally. Student imitates sound from character's name (e.g., "ssss" for "Sam").	Teacher points to picture of story character and says, "This is Bobby. Say Bobby." Student repeats name.	Teacher orally reads title of picture book containing name of main character in title, points to picture of main character, and asks student to name main character. Student says name of main character.	Teacher orally reads title of picture book, points to picture of main character, and asks student to describe the main character. Student says two or more words related to the main character.	Teacher orally reads the title and then displays the cover of a book. Student describes what he/ she thinks the story will be about using phrases.	Teacher orally reads the title and displays the cover of a book. Teacher provides a sentence starter (e.g., "Once upon a time,") and student describes in one or more sentences how he/she would begin the story.	Teacher orally reads the title and displays the cover of a book and asks the student to make a personal connection to the story (e.g., "What does this story remind you of in your own life?"). Student responds using a simple sentence.

English Language Proficiency Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level Cluster: 1-2

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to labeled pictures of places or objects read aloud by the teacher.	Match identical labeled pictures of places or objects.	Sort labeled pictures of places or objects.	Pair illustrated features or photographs of places or objects with icons in non-fiction books (e.g., ☺ and a person's face).	Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books.	Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books.	Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books.	Summarize features of places or objects from multiple compound sentences in non-fiction books.
	Example Alternate Assessment Activities	Teacher presents student with labeled pictures of various places (e.g., park, beach, forest, etc.). Student attends as teacher points to and reads the labels aloud.	Teacher presents student with labeled pictures of various places (e.g., park, beach, forest, etc.). Student matches identical labeled pictures.	Teacher presents student with several labeled pictures (e.g., 3 strawberries, a moon, a star, and a sun). Student sorts the pictures into groups (i.e., strawberries and other objects).	Teacher displays pictures from a simple book or map. Student matches the appropriate icon to the illustration (e.g., three wavy lines match to icon of a river).	Teacher displays pictures from a picture book. Student matches pictures to appropriate words from a word bank.	Teacher presents rectangular Venn Diagram comparing to places or objects (e.g., trees and flowers). Student reads illustrated phrases describing features and determines whether the features apply to one or both places/objects. (E.g., Trees- have branches; Flowers- Have petals; Both- Grow in ground; Have roots).	Teacher presents T-chart with two illustrated, labeled columns representing places or objects (e.g., log cabin and building). Student reads sentence (e.g., "This is tall and made of bricks") and determines which column the sentence should go under (i.e., building).	Student reads short passage (2 compound sentences) describing a place or object, then indicates response to question about the main idea of the passage. For example, student reads: "Sally is hungry and wants to get a snack. She wants a food that is crunchy, but healthy." Provided with labeled pictures (i.e., potato chips and apple), student selects described food.
Writing	AMPI / MPI	Mark on writing medium related to illustrated stories.	Trace letters from illustrated stories.	Draw letters or write parts of words from stories.	Select and copy words related to settings or characters in illustrated stories from word walls or big books.	Describe settings or characters in illustrated stories from phrase walls or big books.	Compare/contrast two characters, settings or events in illustrated stories using graphic organizers.	Relate sequence of events to characters and settings in illustrated stories using graphic organizers.	Connect events, characters or morals in illustrated stories to self.
	Example Alternate Assessment Activities	Teacher displays picture(s) found throughout a book. Student colors the picture(s). Teacher prompts student to make a mark using a preferred writing utensil to indicate the main characters from a story.	Teacher presents samples of written letter(s). Student traces the letter(s) using a preferred writing utensil. Student uses multi-sensory strategies such as "tracing" in sand, sandpaper, shaving cream, pudding, etc, to practice writing shapes and letters having to do with a story.	Teacher presents word(s) found in a story. Student copies or free-hand writes part of the word(s).	Teacher presents a word wall with descriptive words relating to a story read aloud. Student copies one or two words from the wall and illustrates them.	Teacher presents a list of descriptive phrases from a phrase bank. Student copies one or two phrases and draws an illustration depicting each phrase.	Teacher presents a partially completed Venn diagram with pictures and phrases from the story and a word bank. Student completes the chart using the words from the word bank and remaining pictures.	Teacher asks student to draw pictures and write words to tell the story in the order it happened. Student responds by creating pictures with labels consisting of words or phrases that represent the sequence of the story.	Student writes 1-3 sentences relating the events or characters of the story to his/her own experiences using a word bank. Student expresses ideas about a story in a journal through inventive spelling/drawing.

English Language Proficiency Standard 3: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level Cluster: 1-2

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to teacher descriptions or labels of shapes.	Identify geometric shapes or numbers by similar attributes.	Sort numbers and shapes into groups.	Identify two- or three-dimensional shapes depicted in illustrations described orally (e.g., "Find a shape like the earth.").	Match attributes of two- or three-dimensional shapes described orally to objects.	Identify objects composed of multiple two or three-dimensional shapes described orally (e.g., "Put a sphere or ball on either side of a cylinder. What do you see?").	Construct two- or three-dimensional figures described orally (e.g., "Put two lines up and down and two lines across. What shape do you have?").	Change attributes of two- or three-dimensional shapes to make others based on oral discourse (e.g., "Take one side away from a square. Then move the three line segments to make a shape. What do you have?").
	Example Alternate Assessment Activities	Student actively listens as mathematic concepts are presented in a variety of settings (e.g., calendars, number lines, etc). Student actively listens to songs/chants of days of the weeks, months of the years, etc.	Teacher presents two identical numbers or shapes with a distracter and says, "Match (number/shape)." Student follows one step direction.	Teacher presents a sample group of different shapes and says, "Sort the shapes into groups." Student sorts the shapes into groups (e.g., circles vs. triangles).	Teacher shows several pictures and says, "Find the shape that looks like a box," or "Find the shape that looks like the earth."Teacher presents 3-5 shapes/numbers and says, "Find the shape that looks like the ball." Student correctly identifies the shape (circle).	Teacher shows student several shapes and says, "Find the shape with three sides." Student points to the triangle.	Teacher displays icons of two-dimensional objects and then describes putting a triangle on top of a square. Student chooses the illustration that represents the teacher's description (e.g., house).	Teacher instructs student to draw the letter "v" and then draw a line across the top. Teacher asks, "What shape is formed?" Student says "Triangle."	Teacher gives student a square piece of paper and asks what shape it is. Then, teacher asks student to fold the paper to create new shapes (e.g., triangle, rectangle) and name them (Ex: "Fold one corner across to the opposite corner. What shape do you see?").
Speaking	AMPI / MPI	Vocalize in response to questions about mathematic operations.	Repeat sounds/ syllables from names of mathematic operations using visual support.	Repeat names of mathematic operations using visual support.	Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements.	Restate or paraphrase basic operations from oral statements, referring to pictures of everyday objects (e.g., "Ten pencils and ten more are twenty.").	Describe representations of basic operations from pictures of everyday objects and oral descriptions (e.g., "There are seven dogs <i>altogether</i> .").	Compare/contrast language of basic operations from pictures and oral descriptions (e.g., "Tell me different ways to say this math sentence...").	Explain basic operations involved in problem solving using pictures and grade level oral descriptions.
	Example Alternate Assessment Activities	Teacher presents symbols for addition and subtraction (i.e., + and -), then asks, "Which do you think is easier: addition or subtraction?" Student vocalizes in response.	Teacher points to symbol for addition and says, "This means plus. Say plus." Student makes /p/ sound.	Teacher points to symbol for addition and says, "This means plus. Say plus." Student says "plus."	Teacher reads student the equation "1 + 1 = 2," points to the plus sign, and asks, "What is this math symbol called?" Student says, "plus" or "add."	Teacher reads student the equation 1 + 2 = 3 (depicted visually with pictures of everyday objects and labeled with number sentence) and asks student to restate equation. Student restates the equation.	Teacher describes an illustrated math equation (e.g., "Three apples in the basket plus three more apples on the tree equals six apples in all."). Student is then presented with a similar equation and says a word problem that could go with the picture (e.g., 1 cookie in the jar plus 3 cookies on the table makes 4 cookies in all).	Teacher displays simple illustrated math sentence and models two ways to say it (e.g., "1 hat plus hats equals 3 hats"; "The sum of 1 hat and 2 hats is three hats.") Student then says two ways to say a similar illustrated math sentence (e.g., "2 shells plus 3 shells makes 5 shells, etc.).	Teacher presents a picture of an illustrated addition problem and says, "Tell me in a sentence about how we add."

English Language Proficiency Standard 3: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level Cluster: 1-2

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Watch and listen attentively as teacher reads shape names.	Match 2D and 3D shapes.	Sort shapes into groups.	Match quantity words (e.g., “a lot,” “a little”) to labeled pictures of varying quantities of objects.	Match words or phrases related to estimation (e.g., “about 20 cents”) to illustrated word banks of varying quantities.	Identify language associated with estimation in illustrated phrases or sentences (e.g., “I see <i>close to</i> 100 nickels.”).	Distinguish between language of estimation (e.g., “I have <i>almost</i> one dollar.”) and language of precision (“I have one dollar.”) in illustrated sentences.	Order illustrated sentences involving the language of estimation used to solve grade level problems.
	Example Alternate Assessment Activities	Teacher points to labeled shapes and reads their names as student watches and listens.	Teacher holds up a 3D shape (e.g., ball) and says “Find the shape like this.” Student points to the corresponding shape (e.g., circle) from a field of 2D shapes.	Teacher presents shapes (e.g., triangles and squares) and says, “Sort these by shape.” Student sorts the objects into groups by shape.	Teacher presents student with two labeled pictures of varying amounts of stars (e.g., a picture of 10 stars with the label “a lot” and a picture of 2 stars with the label “a little”). Student then reads the phrase “a lot” and matches it to the described picture (i.e., of 10 stars).	Teacher presents student with a picture of 8 apples and a picture of 3 apples labeled with the phrases, “Closer to 10,” and “Closer to 0,” respectively. Student then matches identical phrases from a phrase bank (i.e., “Closer to 10” and “Closer to 0”) with the correct pictures.	Teacher presents students with a picture of 89 nickels accompanied by phrases, such as, “Almost 100 nickels,” and “More than 100 nickels.” Student identifies the phrase referring to estimation that is closest in meaning to the picture.	Teacher shows an illustration of a child buying a drink from a vending machine. She has two quarters and the drink costs three quarters. Student selects one of the following sentences: “She has enough money,” or “She has almost enough money.”	Student is shown three illustrated sentences depicting a math problem (e.g., “Jose almost has one dollar.” “Megan gives him 25 cents.” “Now Jose has more than a dollar.”). Student arranges sentences in correct sequence.
Writing	AMPI / MPI	Circle or mark pictures of specific shapes.	Trace or copy whole numbers or shapes.	Write whole numbers or draw shapes.	Find and reproduce number words (e.g., from 1-100) from an assortment of labeled visuals.	Distinguish number words from other math words using graphic or visual support and word banks.	Group numbers presented in graphs or visuals using phrases or short sentences (e.g., “This group has more than 40.”).	Compare numbers in graphs or visuals using sentences (e.g., “85 is greater than 75. It goes up higher in the table.”).	Describe illustrated scenes or events using numbers in a series of related sentences.
	Example Alternate Assessment Activities	Teacher presents student with pictures of one type of shape (e.g., triangle) and several of another shape (e.g., squares). Teacher asks student to mark or circle the target shape (i.e., the triangle). Teacher assists student to create shapes or numbers in a variety of formats (i.e., sandpaper, shaving cream, pudding, sand, air, etc).	Teacher provides student with a shape/number and instructs student to trace or copy shape/number. Student creates shapes or numerals in a variety of formats (i.e., sandpaper, shaving cream, pudding, sand, air, etc) with concrete examples or models.	Teacher says a number aloud and instructs student to write the number. Student writes the number using a preferred writing instrument. Teacher shows a visual model of the number and instructs the student to write the number (e.g., an unlabeled picture of 5 flowers).	Student is presented with several labeled pictures (e.g., “four cows,” “nine pigs”) and asked to find and write the number words. Student writes the number words (e.g., “four,” “nine”).	Teacher provides student with word bank including number words (e.g., “one,” “three”) and other math words (e.g., “add,” “subtract”). Student groups and writes words using a T-chart.	Student is provided with a word bank (“less than,” “more than,” “fewer than”) and shown a picture of 5 apples. Student writes phrases using the words in the word bank that describe the picture (e.g., “more than 2.” “less than 10.”).	Student writes sentences describing specific details of a bar graph (e.g., “Five boys like dogs. Only 3 girls like dogs.” “More boys than girls like dogs.”)	Student writes 2-3 sentences about an illustrated example, such as “Two kids are eating apples. One squirrel is eating an apple.” using invented spelling and a word bank.

English Language Proficiency Standard 4: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level Cluster: 1-2

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to teacher descriptions of physical attributes of objects.	Sort pictures or objects based on their common physical attributes.	Match pictures based on chemical or physical properties.	Identify objects according to chemical or physical properties from pictures and oral statements.	Match objects according to chemical or physical properties from pictures and oral descriptions.	Group objects according to chemical or physical properties from pictures and oral statements (e.g., "Water and milk are liquids. You can pour them. Find something else to pour.").	Rank or compare objects according to chemical or physical properties from pictures and oral descriptions (e.g., "Which one is the coldest?").	Identify chemical or physical change in properties of objects based on oral scenarios.
	Example Alternate Assessment Activities	Teacher presents two objects (paper towels) with an opposite physical attribute (e.g., wet and dry) and describes how the objects are different from one another. Student listens attentively.	Teacher presents objects that differ by only one physical attribute and tells the student to sort the objects (e.g., "Sort the big bears from the little bears."). Student sorts the objects into groups. Teacher gives one step direction with prompts to touch/show/point to/etc something that is wet or dry.	Teacher presents a picture of a grizzly bear and says: Here is a bear. Find the other brown bear. (grizzly, koala, polar bear)	Teacher presents several pictures of everyday objects and says, "Which one is round?" Student points to round object.	Teacher presents pictures of several everyday objects and says, "This sponge is (attribute; e.g., yellow). Show me something else that is (attribute; e.g., yellow)." Student points to other object that has the same attribute (e.g., a yellow pencil).	Teacher presents student with pictures of several objects including both hard and soft things (e.g., rocks, bricks, wood; pillow, feather, blanket, cotton balls). Teacher says, "Rocks and bricks are hard. Find something else that is hard." Student points to the picture of the wood.	Teacher presents pictures of water, ice, and steam, and asks, "Which is the coldest?" Student points to the picture of the ice.	Teacher presents pictures of three teapots (one with no steam coming out, one with a little steam coming out, and one with a lot of steam coming out). Teacher says, "When water gets hot, it turns into a gas called steam. Which tea pot of water is the hottest?" Student selects picture of teapot with a lot of steam.
Speaking	AMPI / MPI	Vocalize in response to questions about weather-related pictures.	Repeat first letter sounds of words related to the weather/environment.	Repeat words related to weather or environment based on pictures and oral descriptions.	Use words or phrases related to weather from pictures or photographs (e.g., "Clouds in the sky").	Make statements about weather from pictures or photographs (e.g. "It's raining.").	Compare/contrast weather conditions from pictures, photographs or graphs.	Forecast weather and provide reasons from pictures, photographs or graphs.	Validate weather forecasts against pictures, photographs or graphs.
	Example Alternate Assessment Activities	Teacher points to picture of clouds and says, "Tell me about the clouds." Student vocalizes in response.	Teacher hands student a picture of a sunny day and says "Sunny." Student repeats the first sound of label ("sss").	Teacher displays a picture of the sun and says, "Sun. Say sun." Student says, "Sun."	Teacher shows student a picture of a weather scene. Student says at least one word that relates to the weather in the picture.	Teacher shows student a picture of a weather scene and says, "Tell me in a short sentence about the weather in this picture." Student responds with a phrase describing the weather in the picture (e.g., It is rainy).	Teacher shows student three weather pictures: one with sun, one with clouds, and one with snow. Teacher asks, "What is different about these pictures?" Student responds with a phrase (e.g., "Rainy here, sunny there").	Teacher shows student a visually supported weather forecast for the week and says to student, "What will the weather be like tomorrow?" Student uses sentence to describe predicted weather for tomorrow.	Teacher shows picture of a girl wearing shorts, a t-shirt, and sunglasses. Teacher then asks, "What is the weather like where the girl is? How do you know?". Student responds it is hot/sunny because the girl is wearing summer clothes.

English Language Proficiency Standard 4: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level Cluster: 1-2

		<i>Alternate ACCESS Level A1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Student observes as teacher reads animal names from labeled pictures.	Match identical labeled pictures or photographs of living organisms.	Match labeled pictures of living organisms according to life stages.	Identify living organisms from labeled diagrams, pictures in graphs or charts.	Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers (e.g., T charts).	Transfer information on living organisms and their attributes using pictures and sentences to complete graphs or charts.	Compare living organisms according to their attributes using illustrated graphs or charts and text.	Interpret graphs or charts related to living organisms and their attributes using explicit grade level text.
	Example Alternate Assessment Activities	Teacher points to labeled pictures and reads the animal names. Student appears to watch and listen attentively.	Teacher displays two identical pictures of a living organism with a distracter picture and says, "Match the (organism)." Student matches the two identical living organisms (e.g., gorillas, eels, etc).	Teacher shows student labeled pictures of a puppy, an adult dog and a cat and asks, "Which pictures show the same animal as a baby and as an adult?" Student chooses the puppy and the adult dog.	Teacher presents student with a labeled diagram of the food chain. Student is then presented with a labeled picture of an animal (e.g., eagle) and asked to match it with the same animal in the labeled diagram. (Note: the pictures of the two eagles should not be identical).	Teacher gives student pictures of animals labeled with phrases that describe attributes (e.g., Robins have wings, Cats have legs, Sheep have legs, Eagles have wings). Student sorts the labeled pictures into a two-column T-chart with descriptive headings (i.e., "Have wings," "Have legs")	Teacher presents student with picture of bird labeled with 2 sentences (e.g., "Birds have wings," and "Birds have beaks). Using this info, student then selects one of two charts that correctly represents the information. (Heading for each chart is "Birds." First column lists Wings, Beak; Second column notes yes or no as to whether birds have them).	Student is presented with a T-chart that lists attributes of two different animals. Then student is presented with a list of the attributes/ descriptors and asked to indicate which attributes are common to both animals.	Student is presented with a T-chart. On one side of the chart, pictures of insects are grouped together. On the other side of the chart, pictures of arachnids are grouped together. Student reads a few sentences describing a group and then identifies which group it is.
Writing	AMPI / MPI	Color pictures of science-related objects.	Draw pictures of science-related objects.	Trace or rewrite labels of science-related objects.	Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man).	Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using words or phrases.	Describe change in processes or cycles depicted in visuals using phrases and short sentences.	Compare/contrast change depicted in visuals using a series of sentences.	Explain the process of change in visuals using connected sentences.
	Example Alternate Assessment Activities	Teacher presents a science-related object (or picture of the object) and a picture of the object for the student to color. Student colors in the picture, referencing the real object (or picture of the object).	Teacher presents a science-related object and instructs student to draw a picture of the object. Student draws the picture.	Teacher presents labeled pictures of science-related objects (e.g., animal, planet, plant, etc). Student traces the label.	Teacher presents student with a word bank and a picture of a baby, a picture of a boy, and a picture of a man. Teacher says, "When people get older, they grow from children into adults. Copy the labels under the correct pictures." Student writes correct words under the labels.	Teacher shows student pictures that depict a scientific process (e.g., caterpillar turning into a butterfly). Student writes at least one word to label each picture (e.g., "caterpillar," "cocoon," "butterfly") from a word bank.	Teacher presents student with pictures of a seed growing into a plant and asks the student to write a few words about each picture. Student writes phrases (e.g., "seed in dirt") to label each picture from a word bank.	Student is presented with pictures of frog eggs, tadpoles, and frogs. Student writes a short sentence about each picture (e.g., "These are frog eggs.") using a word bank.	Teacher asks student to write 2-4 sentences about the life cycle of the caterpillar, from labeled illustrations of the life cycles.

English Language Proficiency Standard 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level Cluster: 1-2

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend as teacher points at and labels pictures of Earth and natural objects.	Match physical features of Earth and natural objects.	Sort pictures of physical features of Earth and natural objects.	Match land forms or bodies of water with illustrated scenes based on oral questions or directions.	Identify characteristics of land forms or bodies of water from oral descriptions and visuals (e.g., "You see many hills. This one is the highest.>").	Classify or group land forms or bodies of water by common characteristics described orally with visuals (e.g., oceans, rivers, streams).	Locate land forms or bodies of water based on specific language, descriptive oral discourse and visuals.	Differentiate land forms or bodies of water based on specific language and oral scenarios (e.g., mountains, hills or plateaus).
	Example Alternate Assessment Activities	Student listens attentively as teacher labels pictures aloud.	Teacher presents two pictures of a geographical location (e.g., mountain) and a distracter picture and says, "Match the (location)." Student matches the geographical locations (i.e., mountain).	Teacher presents pictures of physical features of the earth and says, "Sort these into groups." Student sorts the pictures (e.g., rivers, mountains, trees, rocks, lakes, etc.).	Teacher shows student a map or globe of the world and asks student to find different locations (e.g., ocean, mountain range, river, etc). Student points to locations.	Teacher shows student a picture of a mountain range and asks student to point to the highest mountain.	Student places pictures/ diagrams of water/ bodies of land into groups according to common characteristics (e.g., smallest [i.e., stream] to largest [i.e., ocean]).	Student is presented with a map and identifies landforms/ bodies of water based on oral descriptions (e.g., identifies an ocean when asked to point to a large body of salt water).	Teacher orally describes the difference between mountains, hills, and plateaus. Student is presented with a picture including all of these landforms and asked to point to an example of each.
Speaking	AMPI / MPI	Vocalize in response to questions about illustrated community workers.	Repeat sounds or syllables from names of community workers.	Repeat names of community workers.	Name community workers shown doing their jobs in pictures or illustrated scenes.	State roles of community workers in pictures or illustrated scenes.	Describe encounters or interactions with community workers in illustrated scenes.	Explain importance or contributions of community workers in illustrated scenes.	Predict impact of community workers in emergencies or unusual situations.
	Example Alternate Assessment Activities	Teacher presents picture of several community workers and says, "Tell me about one of these people." Student vocalizes in response.	Teacher points to picture of fireman and says, "Fireman. Say fireman." Student says "fii" or other sound.	Teacher points to picture of fireman and says, "Fireman. Say fireman." Student repeats word.	Teacher shows student pictures of community workers (e.g., police officer, postal worker, etc) and asks student to name worker. Student names at least one community worker.	Teacher shows student pictures of community workers (e.g., police, postal worker, etc) and asks student to tell things that they know about the job of each worker. Student says a phrase of at least two words related to the community worker's job.	Teacher says, "Why would you need to talk to a police officer? What would you say?" Student provides a logical response using a phrase.	Teacher shows student pictures of community workers. Student describes the responsibilities/ jobs of community workers in a full sentence.	Given a scenario, student describes which community workers would respond to certain events using full sentences.

English Language Proficiency Standard 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level Cluster: 1-2

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Observe as teacher reads vocabulary words related to artifacts.	Match identical pictures of artifacts.	Sort pictures of artifacts according to attributes.	Match labeled pictures with illustrated artifacts of the past.	Sort types of artifacts of the past (e.g., transportation v. communication) described in illustrated phrases.	Compare/contrast information about artifacts of the past from illustrated text.	Summarize information about artifacts of the past from illustrated text.	Interpret explicit information about artifacts of the past from illustrated text.
	Example Alternate Assessment Activities	Teacher points to labeled pictures of objects associated with history and reads the labels. Student appears to watch and listen attentively.	Teacher presents student with labeled pictures of artifacts or historical objects (e.g., phonograph, Model T Ford, horse and buggy, etc). Student matches identical pictures together.	Teacher pictures of artifacts (e.g., covered wagon, Model T Ford, quill, typewriter). Student sorts pictures according to whether or not they have wheels.	Student matches labeled photos of artifacts with labeled drawings of the same artifacts.	Teacher gives student labeled pictures related to artifacts. Student sorts pictures by category of use (e.g. horse and buggy, spinning wheel, early telephone, etc). Teacher gives student labeled pictures of artifacts (e.g. horse and buggy, covered wagon, etc.) with at least one distracter and asks, "Which picture(s) show transportation?" Student selects correct pictures.	Teacher presents student with labeled pictures of a horse and buggy and a covered wagon. Student then chooses which of the following phrases is correct: 1) They both have wheels, 2) They both have wings, 3) They both have books	Student reads 2 sentences about artifacts and summarizes the content (e.g., traveling the ocean by ship) by pointing to the picture described by the sentences.	Student reads paragraph about artifacts and responds to questions based on story content (e.g., "How did early settlers travel across the United States?" "Did they drive modern cars?").
Writing	AMPI / MPI	Circle or mark pictures of products commonly found in the marketplace.	Trace symbols or picture outlines of items from the marketplace.	Copy symbols or picture outlines of items from the marketplace.	Reproduce or label pictures of products in the marketplace from illustrated word banks.	Describe products in the marketplace from illustrated examples.	Compare attributes of two products in the marketplace from illustrated examples.	State uses of products in the marketplace from illustrated examples.	Evaluate usefulness of products in the marketplace and give reasons for choices or decisions.
	Example Alternate Assessment Activities	Teacher presents picture of a marketplace product (e.g. apple) and student marks/scribbles on the product with a writing utensil.	Teacher presents a symbol or outline of a product in the marketplace (e.g. carrot) and says, "Trace the (item)." Student traces the symbol or outline.	Student copies or draws a picture of a product found in the marketplace (e.g., strawberry).	Student copies or draws a picture of a product found in the marketplace and labels it with thematic vocabulary (e.g., "strawberry").	Teacher shows student examples of products sold in the marketplace, labeled with descriptions, and instructs student to draw a picture of a product in the marketplace and write at least two words to describe it.	Given pictures of 2+ products, student writes 2 words or phrases about each to compare and contrast.	Student selects a picture of a product and writes phrases describing it and its use. (example: Mop: cleans floor).	Student writes 1-2 sentences stating why a product should or should not be chosen instead of another product based on preference and attributes.

ALTERNATE ACCESS for ELLs™

Grade 3-5 Cluster

Alternate Model Performance Indicators
&
Sample Alternate Assessment Activities



Example Topics and Genres: Content Related to WIDA's ELP Standards

Grade Level Cluster: 3-5

Content related to Standard 1: Social and Instructional language	Content related to Standard 2: The language of Language Arts	Content related to Standard 3: The language of Mathematics	Content related to Standard 4: The language of Science	Content related to Standard 5: The language of Social Studies
<p>Example Topics</p> <ul style="list-style-type: none"> • Assignments • Classroom supplies/ Resources • Following directions • Health & safety • Information gathering • Leisure activities • Opinions • Personal experiences • Personal information • Rules & procedures 	<p><i>Example Genres</i></p> <ul style="list-style-type: none"> • Biographies & autobiographies • Fables • Fairy tales • Fantasies • Folklore • Informational texts • Legends • Mysteries • Myths • Narratives • Prose • Science fiction • Tall tales <p>Example Topics</p> <ul style="list-style-type: none"> • Affixes & root words • Comprehension strategies • Conventions & mechanics • Editing & revising • Explicit & inferential information • Fact or opinion • Fluency strategies • Hyperbole • Main ideas/Details • Organization of texts • Phonemes/Phonology • Points of view • Story elements & types of genres • Story grammar • Text structure & organization 	<p>Example Topics</p> <ul style="list-style-type: none"> • Angles • Area • Attributes of two- and three-dimensional shapes • Basic operations (Multiplication & Division) • Cost/Money • Data analysis • Decimals • Descriptive statistics • Fractions • Large whole numbers • Metric system • Patterns & Relationships • Percent • Perimeter • Place value • Polygons • Scale • Sets • Strategies for problem solving 	<p>Example Topics</p> <ul style="list-style-type: none"> • Body systems • Cells & organisms • Earth history/ Materials • Ecology & conservation • Ecosystems • Electricity • Energy sources • Foods & nutrition • Forces of nature • Fossils • Geological forms • Heat • Living systems • Magnetism • Natural resources • Nature • Reproduction & heredity • Scientific inquiry • Simple machines • Solar system • States of matter • Weather patterns 	<p>Example Topics</p> <ul style="list-style-type: none"> • Ancient civilizations • Branches of government • Colonization • Communities • Cross-cultural experiences • Explorers • Goods & services • Historical events, figures & leaders • Immigration/Migration • Legends & scales • Maps & globes/ Locations • Needs of groups, societies & cultures • Neighbors North & South • Prehistoric animals • Resources & products • Times long ago • Tools & artifacts • Topography: rivers, coasts, mountains, deserts, plains • Trade routes • U.S. documents • U.S. regions

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Grade Level Cluster: 3-5

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to teacher's commands, questions, statements, or social courtesies.	Attempt appropriate body or facial gestures to respond to commands, questions, statements, or social courtesies.	Imitate responses to one step commands or questions modeled by teacher.	Follow one-step oral commands supported visually or modeled.	Follow two-step oral commands supported visually or modeled (e.g., "Please open your book <i>and</i> point to a picture.>").	Follow multi-step oral commands supported visually or modeled (e.g., "I'm asking you to close your book, put it in your desk and get in line.>").	Follow a series of oral directions supported visually or modeled (e.g., "First, I would like you to...Then, please...Finally...").	Follow multiple linguistically complex oral directions (e.g., "Before you wash your hands, please be so kind as to clean up the mess under your desk.>").
	Example Alternate Assessment Activities	Student turns head, gives appropriate eye-gaze, facial expressions, or vocalizations, etc. to indicate attention.	Teacher says student's name. Student turns head to sound of name or to shoulder tap. Teacher greets student. Student waves hello. Responds to oral instructions (point to, give me, touch, look at, match, etc.) following teacher example.	Teacher gives and models a command. (e.g., Teacher says, "Point to the 2 nd page" and points to the page.) Student imitates teacher.	Teacher shows student an open book and says, "Point to the 2 nd page" Student indicates the correct page. Teacher presents a shoe (e.g., picture of real shoe, picture of comic shoe, actual object, student's shoe) and two other items (e.g., pencil, book) and says, "Point to the shoe."	Teacher shows student an open book with pictures of animals (dogs and cats) on both pages and says, "Find the second page. Point to the dog on the second page." Student follows oral command. Teacher says, "Hang your backpack on the hook and line up." Student follows oral command.	Teacher shows student an open book with pictures of animals (dogs and cats) on both pages and says, "Find the second page. Point to the dog, and then the cat on that page." Student follows oral command. Teachers says, "Color the shape, cut it out, and paste it on your paper." Student follows oral command.	Teacher says, "Please pick up the game piece. Next, put it on the red square. Then, put it in the box. Student follows oral command. Teacher says, "First push in your chair. Next put on your coat. Finally, line up for the bus." Student follows oral command.	Mr. Johnson says "It is 10:00 AM. It is time for recess." The classroom rules are that if it is before lunch, you may play basketball at recess. If it is after lunch, you may play tag. What sport will the class play at recess?
Speaking	AMPI / MPI	Vocalize in response to questions about family members.	Repeat first sounds of family member's names.	Repeat names of family members.	Produce words in response to WH-questions about self from picture prompts and models.	Produce phrases in response to short personal, open-ended questions from picture prompts.	Use sentences to provide information about self or opinions in response to picture prompts.	Express connected ideas to relate personal information or opinions using picture prompts.	Provide extended discourse with justification in regard to personal information or opinions.
	Example Alternate Assessment Activities	Teacher presents picture of a father and asks, "Is this a dad?" Student vocalizes in response.	Teacher displays a family picture, points to the mother and says, "Mom." Student says, "mmm."	Teacher displays a family picture, points to the mother and says, "Mom." Student says, "Mom."	Teacher says, "What are your name, age, and grade?" Student replies verbally using single word responses. Teacher shows a familiar picture or object and asks who or what question (e.g., Teacher says, "Who is this? or " What is this?") Student names person or object.	Teacher says, "What do you like to do after school?" and presents pictures of various hobbies. Student responds with a simple phrase such as, "play ball," play video games," etc.	Teacher presents a generic picture of a house and an apartment building. Teacher says "Some people live in houses. Other people live in apartments. Tell me in a sentence about where you live."	Teacher shows the student a picture of a playground where children are playing many different kinds of games and says, "Tell me about your favorite game. Why is it your favorite?" Student says, "I like to play basketball. I am good at making baskets." Note: ensure that prompts for item make sure teacher tries to get 2 or more ideas from student	Teacher says, "Tell me some things you like to do after school. Student says, "I like to ride my bike." Teachers responds," tell me more." Student says, "I ride my bike to the park with Johnny. Teacher says, "why?" Student says, "we like to play on the jungle gym." (Justification prompts could include: "Tell me more", "Why?" etc.)

English Language Proficiency Standard 1: English language learners **communicate** in English for **Social** and **Instructional** purposes within the school setting.

Grade Level Cluster: 3-5

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend while teacher reads about leisure activities.	Match drawings of pictures from stories with real objects.	Match beginning letters to words of socially related topics (baseball bat to baseball game).	Select general themes related to leisure activities from pictures and words or phrases (e.g., "Play ball.").	Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule).	Identify overall message from visually or graphically supported examples of leisure activities.	Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for September and October).	Infer information on leisure activities from text (e.g., soccer team's travel schedule).
	Example Alternate Assessment Activities	Student looks at the storybook while the teacher reads to the student Teacher presents the student with two books. Student points to the book that he/she would like the teacher to read.	Teacher shows student an object related to leisure activities and says "find this." Student points to the picture of the object in the story.	Student matches the letter "b" to a labeled picture of a baseball bat.	Teacher says, "Read these words and find the correct activity." Student points to labeled picture of a baseball game after reading "glove, bat, ball" (supported by pictures). Teacher says, "Match these words to the correct picture." Student reads the words, "lion, monkey, seal" (supported by pictures) and matches the words to a labeled picture of the zoo.	Teacher presents student with his/her soccer schedule (with TIME: 8:00) and asks, "What time does practice start on Tuesday, July 8 th ?" Student scans the table and responds with the correct time. Teacher presents student with a headline or scorecard about a professional sports team and asks, "Who won the game on Sunday?" Student reports which team won the game.	Teacher shows cards with the words and pictures of a bat, a ball, and a glove and asks, "When do you use these?" Student identifies the category or theme of "baseball" from a word bank. Student reads 3 sentences about a boy who brushes his teeth, puts on his pajamas, and reads a story. Student identifies the category or theme of getting ready for bed from a word bank.	Teacher shows picture of a one-week calendar of events and/or a schedule and asks the student, "On what days does the soccer team have a game?" Or "What time does the soccer team practice each day?" "On which day does the soccer team practice the earliest?"	Student reads a soccer team's schedule and determines possible times to relax. Student reads his/her calendar and identifies times when he/she would be available to schedule a sleepover with a friend. Student reads local pool schedule including "adult swim" and "family swim" and determines when he can swim.
Writing	AMPI / MPI	Circle/mark labeled pictures of school procedures.	Trace words for school procedures.	Copy labels of familiar objects using a word bank.	Produce words/phrases associated with school rules or procedures from illustrated scenes and models.	List dos and don'ts regarding school rules or procedures from illustrated scenes (e.g., "Don't run in the halls.").	Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom).	Explain the need or importance of school rules or procedures from illustrated scenes of specific situations.	Discuss or propose modifications to school rules or consequences of breaking school rules or procedures.
	Example Alternate Assessment Activities	Teacher presents icons or symbols associated with school procedures (e.g. restroom sign, child walking in hallway, child raising hand). Student circles/marks the icons/symbols.	Teacher presents words related to school procedures printed on paper (e.g. listen, read, raise hand). Student traces words using a variety of utensils and mediums (e.g., pencil, crayon, marker, sand, marker board, paper).	Teacher presents words related to school procedures printed on paper (e.g. listen, read, raise hand). Student copies words using a variety of utensils and mediums (e.g., pencil, crayon, marker, sand, marker board, paper) Teacher presents student a labeled picture of a school pizza lunch and they have to write the word pizza.	Teacher presents student with icons or images representing school procedures. Student labels each one with at least one word from a word bank.	Teacher gives an example of a school rule and asks student to write a list of other school rules. Student is able to copy at least two rules using phrases from a word bank.	Teacher presents student with a picture of a specific situation (e.g., a boy running and tripping in the cafeteria) and word bank. Student copies words from the word bank that relate to the scene, developing at least one sentences about the scene using "fill in the blank" sentence starters.	After discussing school rules with the teacher, student writes a sentence to describe why students should walk in the hall. Teacher presents a list of school rules. Student selects one rule (e.g., keeping hands for help, throwing trash in the garbage can) and writes a sentence about why students should follow the rule using word bank for assistance.	Teacher presents student with the following instruction, "Write about a school rule you would like to change. Give at least 2 reasons why you think it should be changed." Teacher gives student word bank with possible word choices.

English Language Proficiency Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level Cluster: 3-5

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to teacher reading narrative or expository materials.	Identify main characters, familiar objects, and places in orally presented stories.	Match story elements/characters with key oral descriptor words.	Match oral statements from narrative or expository material to their illustrated representations.	Determine literal meanings of oral passages from narrative or expository material and match to illustrations.	Project next in a sequence from oral discourse on narrative or expository material supported by illustrations.	Identify cause/effect in oral discourse from narrative or expository material supported by illustrations.	Make connections and draw conclusions from oral discourse using grade level materials.
	Example Alternate Assessment Activities	Student turns head, gives appropriate eye-gaze, facial expressions, or vocalizations, etc. to indicate attention.	Teacher says, "Show me <u>(name)</u> in the story." Student points to the picture in book.	Teacher presents picture of character/object/setting and says three or more descriptor words (e.g., big, green, hungry, soft). Student matches picture with the most appropriate descriptor.	After listening to an oral story, student matches oral phrases, words or sentences to pictures or illustrations that they represent.	Teacher reads student picture book and says, "What happened when the girl went to the store?" Student states or demonstrates in another manner relevant facts from story.	Teacher reads student a picture book and says, "Show me the pictures that show what happened, first, next, and last, in the story." Ask students to number a set of pictures based on the sequence of events in a story they have heard.	Teacher reads a passage to a student and asks, "Choose the picture that represents what happened to (name) and why."	Teacher reads a passage to a student and asks, "Why do you think...?" Student chooses a reasonable inference from a given set of choices supported by pictures.
Speaking	AMPI / MPI	Vocalize when presented with pictures of familiar objects, characters, or places from stories.	Repeat sounds or syllables from names of familiar objects, characters, or places from stories.	Repeat names of familiar objects, characters, or places from stories.	Answer WH- questions to distinguish between pictures of real and imaginary people, objects or situations.	Describe pictures of imaginary people, objects or situations.	Provide details of pictures of imaginary people, objects or situations.	Complete scenarios from pictures of imaginary people, objects or situations.	Make up fantasies about imaginary people, objects or situations.
	Example Alternate Assessment Activities	Teacher reads short story, points to picture of dog, and says, "Say dog." Student vocalizes.	Teacher reads short story, points to picture of dog, and says, "Say dog." Student repeats sound or syllable from the word. Teacher says "mom"; student responds MMM. Teacher says, "book." Student imitates the beginning sound of book ("bbb").	Teacher reads short story, points to picture of dog, and says, "Say dog." Student repeats, "Dog."	Teacher introduces the concepts of real and imaginary and then presents the student with a real and imaginary (i.e., cartoon) picture of fish and says, "Which picture shows the real fish." Student points to the photograph of fish and orally identifies it (e.g., "this one.")	Teacher reads student a fiction picture book and asks student to describe details of the book. For example, teacher shows picture and asks, "Where does Babar live?" Student responds with a phrase such as, "In the jungle."	When presented with a picture of an imaginary character, student uses phrases to describe how he/she knows the character is imaginary Given a picture of a group of characters, ask student to describe one person and how you can tell them apart from others in the crowd, using phrases.	Teacher presents sequence cards depicting a student getting ready for school. For example, "First Jose eats his breakfast. Then he brushes his teeth, etc." Teacher presents another picture and asks student, "What does Jose do next?" Student looks at picture and responds with a simple sentence (e.g., "Next, Jose changes his clothes").	Teacher presents pictures of objects and imaginary characters and says, "Tell me a story about these pictures." Student tells story using one or more simple sentences.

English Language Proficiency Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level Cluster: 3-5

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A.3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to book while teacher reads stories with main ideas.	Match pictures from stories with real objects.	Identify beginning letters of drawings or items from stories.	Find identifying information illustrative of main ideas from illustrations, words or phrases.	Sort main ideas and details from sentences using visual support and graphic organizers.	Match main ideas with their details from paragraphs using visual support and graphic organizers.	Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support.	Form or infer main ideas from details using grade level materials.
	Example Alternate Assessment Activities	Student looks at the book and tracks from page to page while the teacher reads to the student.	Teacher shows student an object related to a story and says, "find this." Student points to the picture of the object in the story.	Teacher shows student a letter (B) and labeled drawings of objects and says, "Which one begins with the letter B?"	Teacher presents student with labeled pictures related to a story and asks students to put the pictures in the correct sequential order. Ask student to select the picture that tells what the story is mostly about. Teacher presents student with three words and asks the student to select the word that the story is mostly about.	Teacher presents student with a picture and sentence book and asks student to state facts found in the book. Student writes a related word. Student is presented with a sentence and a partially completed graphic organizer with pictures. Student chooses from a list of choices the picture that completes the blank area on the graphic organizer.	Teacher reads a short story and presents student with the main idea. Student chooses a supporting detail from a given set of written choices.	Student can identify main idea of the story after reading it. Multiple choice – choose the sentence that best tells the main idea of the story. Student is presented with a partially completed graphic organizer. Student chooses from a list of choices the phrase that completes the blank area of the graphic organizer.	Student can infer main ideas based on cover of a book or jacket description.
Writing	AMPI / MPI	Mark words or pictures from stories.	Trace words from stories.	Copy words from stories.	Respond to illustrated events using words or phrases based on models.	List illustrated events using phrases or short sentences based on models.	Depict a series of illustrated events using related sentences in narrative form based on models.	Sequence a series of illustrated events using paragraph transitions in narrative form based on models.	Produce grade level narrative stories or reports.
	Example Alternate Assessment Activities	Teacher shows and reads the student a story. Student marks the story ending, favorite part, main idea, favorite character, etc.	Teacher presents a picture from the story and a corresponding word. Student traces the single word.	Teacher presents a picture from the story and a corresponding word. Student copies the single word.	Teacher presents a picture of an activity. Student writes a word to describe something in the picture.	Teacher presents a series of pictures depicting an activity. Student writes a phrase to describe each picture. Word bank may be provided.	Teacher presents an illustration and a sentence starter and a word bank. Student writes 1 complete sentence that correlate with the illustration and the sentence starters.	Teacher presents an illustration with a series of events and a word bank. Student writes at least one correctly written paragraph (2-3 sentences) to tell about the events using order and transition words.	Teacher presents a writing prompt. Student writes a paragraph (2-3 sentences) with supporting details. Teacher presents an illustration and a sentence starter with a word bank. Student writes 2-3 complete sentences that correlate with the illustration and the sentence starter.

English Language Proficiency Standard 3: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level Cluster: 3-5

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to oral explanations of illustrated mathematic concepts.	Select illustrations of mathematical concepts given oral directives.	Identify characteristics of illustrated mathematics concepts given oral directives.	Mark position/ location of numbers or illustrated objects from oral commands (e.g., “top,” “bottom,” “middle”).	Identify comparative quantities of numbers or illustrated objects from oral commands or questions (e.g., “most,” “least”).	Match general language associated with descriptive statistics to illustrated oral examples.	Discriminate between different meanings of language associated with descriptive statistics from illustrated oral discourse.	Apply technical language related to descriptive statistics to grade level oral scenarios (e.g., “mean,” “mode,” “median,” “range”).
	Example Alternate Assessment Activities	Teacher presents concept (e.g., counting, shape, number sentence, pattern) and presents the stimulus picture and student turns head, gives appropriate eye-gaze, facial expressions, or vocalizations, etc. to indicate attention.	Teacher provides a verbal direction for the student to “find the (e.g., money, shapes, numbers)”, and student chooses from an array of at least two dissimilar items.	Teacher presents an item with the specific attribute and tells the student to “Find the (adjective such as big, little, specific color) item” and student chooses from an array of at least two items that differ only on that attribute.	Teacher places geometric objects on the table and asks student to point to the (square) at the top of the table.	Teacher presents student with several objects and asks, “Which one is shorter?” “Which one is heavier?” Student responds verbally or nonverbally.	Student categorizes pictures of items based on contrasting characteristics. (Ex: apple tree with 2 apples is less than the apple tree with 10 apples.) Teacher tells story about a class that has 60% girls and 40% boys – student must say if there are more boys than girls.	Group written words as they are read aloud into categories based on similar meaning or attributes. (more, plus, in addition, least, minus, subtract, etc.)	Describe what the average of several numbers is. Student is presented orally with a story problem involving some test scores from a class and asked to find the average of their scores.
Speaking	AMPI / MPI	Vocalize in response to yes/no questions about math concepts using visual support.	Repeat sounds/ syllables of math concepts using visual support.	Repeat names of math concepts using visual support.	State words in figures or formulas from illustrated examples (e.g., X in 3 X 5 says “times”).	Use general vocabulary in math sentences from illustrated examples (e.g., “You <i>times</i> three <i>by</i> five.”).	Relate multiple uses of specific vocabulary in illustrated math sentences (e.g., “How many are left when you take away?” “Which number is to the left?”).	Paraphrase illustrated math sentences using specific or technical vocabulary (e.g., “How many are <i>left</i> ?” means, “What is the <i>remainder</i> ?”).	Explain different ways of problem solving grade level examples using specific or technical vocabulary.
	Example Alternate Assessment Activities	Teacher presents student with two pictures: one with 5 blocks and one with 2 blocks and asks “Is there the same number of blocks in each group?” Student vocalizes in response. Teacher presents student with the numeral 4 and a picture of a group of candies. Student vocalizes in response to the question, “Is this the same number of candies as that number?”	Teacher shows the student the number “4”, and says “four.” Student repeats sound or syllable from the word.	Teacher shows the student the number “4”, and says “four.” Student says, “four.”	Show student equations (1+2; 2X3; 4-2; 6/-2) with corresponding illustrations (e.g. $\triangle + \triangle = \triangle\triangle$). Point to each operational sign and ask student what it says. Student responds with “plus”; “times”; etc.	Show student equations (1+2; 2X3; 4-2; 6/-2) with corresponding illustrations (e.g. $\triangle + \triangle = \triangle\triangle$). Student states problem out loud (e.g. one plus two equals three)	Teacher points to picture of a math test question that was answered incorrectly by a student, but then corrected by a teacher. For example, student answered the question 1 + 2= ___ with 4. Teacher crossed out 4 and wrote 3. Underneath the picture there are two sentences: “The answer is right,” and “The answer is to the right.” Teacher points to second sentence and says, “This sentence is right. Why is it right and the other one is not?”	Teacher presents student with illustrated math sentence (e.g., “1 apple + 2 apples= 3 apples”). Teacher points to problem and says, “Tell me what this math sentence says. Use the word ‘sum’ in your answer.” Student responds with an appropriate response such as, “It says the SUM of 1 and 2 apples is three apples.”	Explain that 3+3+3 is the same as 3 x 4 and they both =12 from illustrations of equations.

English Language Proficiency Standard 3: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level Cluster: 3-5

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to numerals or math symbols as teacher identifies them.	Match numerals or math symbols based on oral or text input.	Indicate symbols specific to individual mathematic concepts.	Identify large whole numbers from pictures and models (e.g., "This number has 7 places.").	Identify large whole numbers from pictures or models and phrases or short sentences.	Sort examples of large whole numbers from pictures or models and text (e.g., those more than and less than one thousand).	Compare examples of large whole numbers presented in pictures and text.	Match situations to use of large whole numbers from grade level text.
	Example Alternate Assessment Activities	Student looks at the page and tracks from symbol to symbol while the teacher reads to the student.	Teacher presents 5 cards each with a different numbers (1-5). Student finds corresponding numbers on different set of cards and matches them.	Teacher presents a picture with two dots on it. Student matches the number two to the picture of the dots. Teacher shows a list of symbols (+ x - / & @ etc.). Student chooses which ones are math symbols. Teacher shows student an array of letters, pictures, and math symbols. Asks student to point to the math symbols.	Match a visual of place value blocks to the number form of the amount.	Given two labeled pictures, choose the one that has fewer items (i.e. one tree, 10 apples, 2 children, etc.). Student is presented with a picture/numeral form of a number and asked to match it to the correct word form.	Student is given cards that show a number in different forms (ten and 10 and 10 drawings of an apple). Students are asked which numbers (in an array of numbers, two that are between 10 and 20, and two that are below 10: i.e., 5, 12, 9, 20) are less than a given amount (i.e., the original 10).	Use cards with three numbers – (two below 10 and 1 between 10 and 20: i.e., 9, 12, 2) and ask students to put them in order. Student is asked to read a short story about some tall buildings accompanied by a graphic of the buildings labeled with the heights. Student is asked to compare the buildings.	Match a summary sentence to the appropriate word problem (e.g. re: Populations of areas). Such as: What would be a good number to estimate population, or the number of people living in a city? 10 or 100,000?
Writing	AMPI / MPI	Trace two-dimensional shapes or numbers.	Copy two-dimensional shapes or numbers.	Draw two-dimensional shapes and numbers with visual support.	Reproduce names of shapes from labeled models (e.g., triangles, cylinders, etc.)	Make lists of real-world examples of three-dimensional shapes from labeled models.	Describe attributes of three-dimensional shapes from labeled models.	Compare/contrast attributes of three-dimensional shapes from labeled models (e.g., "A __ is like a __ because __").	Incorporate descriptions of three-dimensional shapes into real-world situations.
	Example Alternate Assessment Activities	Teacher presents two-dimensional shapes printed on paper. Student traces the shapes. Student traces the number 4.	Teacher presents two-dimensional shapes printed on paper. Student copies the shapes on another piece of paper. Student copies the number 8.	Teacher says "draw a circle" and student draws a circle. Teacher dictates the number 3 and asks the student to write it.	Teacher present 3 dimensional shapes on cards labeled and ask student to write the words that matches.	Teacher shows a labeled cylinder and asks student to list three things that are the same shape as the cylinder, using a picture bank. Some items missing from a chart and student has to fill in missing info.	Provided a word bank of descriptive words, student chooses and writes words that describe the shapes and write short phrases/sentences about each.	Teacher asks student to tell which 3-D shape a can of corn most resembles and what attributes they have in common. Student writes 1-2 sentences to compare the 3-D shapes using given sentence frames.	Teacher shows student a photo of a farm and asks student to describe the shapes they see in the picture. Student is asked to write 3-4 sentences about the shapes in the picture.

English Language Proficiency Standard 4: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level Cluster: 3-5

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to discourse regarding weather patterns, natural forces, states of matter, or other science topics.	Match pictures of specific items related to weather patterns, natural forces, states of matter, or other science topics.	Categorize weather patterns, natural forces, states of matter, or other science topics.	Identify examples of states of matter from oral statements with visual support.	Distinguish among examples of states of matter from oral statements and visual support.	Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid).	Hypothesize change in states of matter from oral descriptions (e.g. "I take ice cubes out of the freezer. I put them in the sun. What will happen?").	Determine relationships between states of matter from oral discourse and visual support.
	Example Alternate Assessment Activities	Student turns head, gives appropriate eye-gaze, facial expressions, or vocalizations, etc. to indicate attention.	Teacher presents pictures depicting different types of weather and holds up a picture of a sun and says, "Find the other sun."	Teacher presents pictures of living and nonliving things. Student sorts them into the two categories. Teacher presents the student with a selection of clothing choices and asks them to sort it by the time of year the student would wear those clothes (winter/spring). Teacher presents a picture of a child who is wearing rain boots and holding an umbrella. Teacher asks the student to match this to the weather outside and student chooses from pictures of different types of weather.	Teacher describes three pictures (ice, water, steam, with appropriate state label) and asks student to point to the solid/liquid/gas.	Teacher presents student with several items and asks him/her to group them by solids and liquids. Student groups items accordingly. The teacher gives an explanation of two separate groups and tells about examples in each. Then presents student with another example and asks them to place it in the correct group.	Show pictures. Match liquid to steam- water boiling back to liquid condensation on windows. The teacher tells the student a story involving multiple states of matter. The student is then asked to order a set of pictures depicting the changes of matter they heard about in the story.	Show pictures of ice on a sunny day. If I put ice in my soda, what happens to the ice? Teacher tells student a story about a child who is hot on a sunny day. Child asks mom for a drink and mom gives her a glass with ice in it. Student must pick statement/picture of what would happen next (ice melting.)	Categorize oral descriptions using visuals of solids, liquids and gases. The teacher gives an oral description of an object in a certain state of matter without telling what state it is. The student is then asked to draw conclusions in order to identify the state of matter.
Speaking	AMPI / MPI	Vocalize in response to questions about body parts using visual support.	Repeat sounds/ syllables from labels of body parts.	Repeat labels of body parts.	Answer questions that name basic parts of systems depicted visually and modeled (e.g., "Your arm is a bone. What is another bone?").	Classify or give examples of parts of systems depicted visually (e.g., "Heart and blood go together.").	Describe functions of systems or their parts using visual support.	Discuss importance or usefulness of systems or their parts using visual support.	Imagine how change affects systems or their parts (e.g., "How might breaking an arm change your daily life?").

	<p style="text-align: center;">Example Alternate Assessment Activities</p>	<p>Teacher points to picture of a heart and asks, "Is this a heart?" Student vocalizes in response.</p>	<p>Teacher points to picture of a heart and says, "This is a heart. Say heart." Student repeats sound or syllable from the word.</p>	<p>Teacher points to picture of a leg and says, "This is a leg. Say leg." Student says "leg."</p>	<p>Your leg has a bone. What is another bone? Your jaw has a bone. Can you name another bone?</p> <p>Teacher tells student "A parrot is an animal that lives in the rainforest. Tell me another animal that lives in the rainforest."</p> <p>Teacher points to picture of arm and says, "What is this?" Student says, "arm."</p>	<p>Teacher presents student with a visual of a food chain. Teacher points to two of the animals (i.e., a predator and its prey) and says, "Tell me about these animals." Student responds in a phrase such as, "Eagle eats mouse."</p>	<p>Student is presented with a picture of a water cycle and asked to describe one or more functions presented. Student responds using one or more phrases.</p>	<p>Student is provided with information about the importance of rain forests (e.g., variety of plants and animals, potential for new medicines, etc.). Teacher asks, "Why are rainforests important?" Student responds using one or more sentences.</p>	<p>Teacher tells the student about a child who has a broken arm and asks the student to tell what the child might have trouble with. Student responds with one or more sentence.</p> <p>Student is presented with a picture of a food chain and asked to tell what would happen if one item was impacted – (e.g., the river becomes polluted, so algae dies, then fish die, then the predators of fish die, etc.)</p>
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WIDA's Framework for **Summative** Assessment and Instruction

English Language Proficiency Standard 4: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level Cluster: 3-5

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to labeled pictures or photos of scientific objects.	Match labeled pictures or photos of scientific objects.	Match labeled drawings or real representations or photographs of scientific objects to their initial letters.	Match labeled pictures representing earth materials with vocabulary (e.g., “Which one is a rock?”).	Sort descriptive phrases according to pictures of earth materials.	Differentiate among earth materials using charts, tables or graphic organizers.	Interpret information on earth materials from charts, tables or graphic organizers.	Apply information on earth materials to new contexts using grade level text.
	Example Alternate Assessment Activities	Teacher presents various labeled pictures of earth materials. Student attends.	Teacher presents various labeled pictures of scientific objects (e.g. body parts, plants, computer, animals) and holds up one picture, reading the label (“arm”). Then the teacher says, “Find the other one like this.” Teacher presents labeled pictures of scientific objects (e.g. body parts, plants, computers, animals). Student matches a drawing to either real or play objects or photographs of animals or body parts.	Teacher presents labeled pictures of scientific objects (e.g. body parts, plants, computers, animals). Student indicates from an array of three the correct initial letter.	Teacher presents student with several pictures of scientific objects and asks student to match them with key vocabulary words. Student matches pictures with words.	Teacher presents 2-3 phrases about a rock and a feather. Student is asked to sort descriptors into a chart with headers that are pictures of the two items. Student is presented with cards that have phrases and cards that have pictures and they have to match the words to the picture (green leaf, tall tree, etc.)	Teacher presents student with a chart, table or graphic organizer of earth materials used in building homes (e.g. wood, stone, concrete, etc.) Student tells which earth material is used most in the building of a pictured home. Teacher presents student with a partially completed table depicting characteristics of 2 earth materials (i.e. [blank]: gray, solid. Water: clear, liquid). Student selects from labeled pictures of earth materials, which item goes in the blank (out of sticks, mud, rock)	Teacher presents student with a chart, table or graphic organizer of earth materials used in building homes (e.g. wood, stone, concrete, etc.) Student interprets data on a chart regarding how many homes were built using certain types of material. “Which material is used most often?”	Student is presented with a chart of frequency of use of building materials and cost of building materials. Student reads a scenario (i.e. I only have a little bit of money to spend on a house.) and indicates which material the person will choose.
Writing	AMPI / MPI	Mark pictures/images of objects of the astronomical sciences (e.g. planets, stars, or solar system).	Trace simple pictures/images of objects of the astronomical sciences (e.g. planets, stars, or solar system).	Trace words associated with objects of the astronomical sciences (e.g. planets, stars, or solar system).	Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., “planets,” “stars”).	Describe features of astronomical objects from labeled diagrams.	Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun).	Discuss relationships between astronomical objects from diagrams or graphs.	Evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar power).
	Example Alternate Assessment Activities	Teacher presents simple picture of planet. Student circles or marks like picture.	Teacher presents picture of planet. Student traces the image on another piece of paper.	Teacher presents printed word, “planet”. Student copies the words on another piece of paper. Student draws a picture of a planet.	Teacher presents printed words, “planets, stars, sun”. Student copies the words to label pictures of those objects on another piece of paper.	Teacher instructs student to draw a picture of the earth and write words to describe it. Student draws picture and writes at least one word or phrase to describe the earth, using a word bank.	Teacher presents a table of facts about the earth and facts about Jupiter (distance from sun, size, number of moons, surface temperature, etc.). Student is told to write at least one complete sentence to compare the two planets, using a word bank.	Teacher presents students with a bar graph indicating the different sizes of the planets. Student writes 2+ sentences comparing and/or contrasting the planets, using a word bank.	“Write a paragraph (2-3 sentences) about why it might be useful for scientists to help people learn to live on the moon.” Write a paragraph about how solar power can help humans.

English Language Proficiency Standard 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level Cluster: 3-5

		<i>Alternate ACCESS Level A1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to speaker as map symbols or trade routes are explained using visual support.	Match map symbols related to trade routes based on oral input using visual support.	Locate map symbols related to trade routes based upon verbal descriptions including one adjective using visual support.	Identify information on trade routes from oral statements supported graphically or visually (e.g., points on timelines or icons on maps).	Arrange information on trade routes from oral directions supported visually or graphically (e.g., timelines, graphs, charts, maps).	Order or sequence information on trade routes from oral directions supported visually or graphically.	Interpret information on trade routes from oral descriptions supported visually or graphically.	Draw conclusions from information on trade routes from oral discourse supported visually or graphically.
	Example Alternate Assessment Activities	Teacher shows the student a map and states information about it ("There is a river on this map") Student looks at map. Student attends to short story read by teacher about Christopher Columbus and looks at book.	Teacher shows the student a map and introduces fact that rivers are blue lines on maps and demonstrates by showing the map key. Then teacher asks student to point to a river on the map or select a river from a selection of items found on maps.	Student is asked to identify symbols on a map according to verbal description from the teacher (the mountains near the city; the tall tree.)	Teacher points to event on timeline and asks, "What year was that?" Student identifies year by pointing to year in list. Teacher points to a color-coded trade route and asks, "Does the (color) trade route follow the river?"	Student is presented with a blank map and listens to a story about the travels of Christopher Columbus. Student is asked to move/place a ship in appropriate places (marked by dots on the map) as they listen to the story.	Teacher presents student with three pictures of different time periods and asks student to put them in the order they happened. Student puts pictures in chronological order. Students arrange information in a timeline about the dates of different explorers.	Student chooses picture of commodity (fish, grain, gold) based on teacher oral information about people who live in (area) and (grow, fish, mine), supported by map. Teacher gives a description of a group who needs to trade a certain item – student must select the appropriate trade route from a map that will best help the people the student read about.	Following oral directions, student places pictures in chronological order to show what would happen next. Teacher shows student a map of existing trade routes and tells how a natural event occurs that will have an impact on the trade route – student must select or describe outcome.
Speaking	AMPI / MPI	Vocalize when presented with pictures of explorers.	Repeat sounds or syllables from words related to explorers.	Repeat words related to explorers.	Provide information about explorers depicted in illustrated scenes.	Give examples of what explorers do or did from illustrated scenes.	State reasons for exploration from maps, charts or timelines.	Compare/contrast accomplishments of explorers from maps, charts or timelines.	Explain, with details, contributions of explorers to history.
	Example Alternate Assessment Activities	Teacher presents picture of explorer and says, "This is Balboa." Then teacher points to similar picture of same explorer and asks, "Is this Balboa?" Student vocalizes in response.	Teacher points to picture and says, "Ship. Say ship." Student repeats sound or syllable.	Teacher points to picture and says, "Ship. Say ship." Student repeats word.	Teacher points to picture of famous explorer (e.g., Christopher Columbus) and says, "This is Christopher Columbus. Look at the picture and tell me about him." Student responds with at least one relevant word.	Teacher points to picture of famous explorer (e.g., Christopher Columbus) and says, "This is Christopher Columbus. Look at the picture and tell me about him." Student responds with at least one relevant phrase.	State reasons for exploration in phrases.	Teacher reads a short passage about the two explorers. Using visual information, state that in 1492, Christopher Columbus landed in the new world, and Vasco da Gama landed in Africa in 1497. "Tell me one thing that they have in common and one thing that is different about them." Student responds in a sentence.	Teacher reads a short passage about Christopher Columbus and Vasco da Gama, and then says, "Pick an explorer and tell me about what he did or why he was important." Student selects an explorer and describes that person's contributions in a sentence.

English Language Proficiency Standard 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level Cluster: 3-5

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to visuals and text of places or historical figures.	Sort matching visuals of places or historical figures.	Match labels of place names or historical figure names to identical labels.	Match examples of historical events with illustrations and labels.	Identify features, people or historical events depicted in illustrations and phrases.	Compare/contrast different time periods or people using graphic organizers and sentences.	Interpret effects of historical events on people's lives during different time periods using graphic organizers and text.	Detect trends based on historical events or people's actions using grade level text.
	Example Alternate Assessment Activities	Student attends as teacher shows pictures and labels of historical figures.	Given a list of place names and historical figure names, student will pair matching names together (e.g. student matches picture of Virginia with picture of Virginia; picture of George Washington with picture of George Washington.)	Match identical labels.	Match words with the corresponding picture of historical event (ex. Independence, Thanksgiving, Civil Rights)	Student is presented with a picture of Abraham Lincoln and asked to select the phrase that tells about him from a field of choices. Student reads three phrases about Pocahontas and then tells what the story was about/identifies the topic.	Student will read 2-3 sentences comparing/contrasting periods or people, then move phrases from word bank into Venn diagram to demonstrate comparisons/contrasts of (Colonial times and today) or (Martin Luther King Jr. and George Washington Carver).	Student will read 2-3 sentences and then match words from word bank into sentence structures to describe trends (such as west-ward expansion, or invention of the steam engine) _____ was the cause of _____ because of _____. _____ invented _____ because ____.	Place sentence segments from text into a graphic organizer describing the causes of the Great Depression. (i.e. The Great Depression happened because...._____". Choose from these two sentence completions."
Writing	AMPI / MPI	Mark images or symbols related to communities or regions (e.g. location, people, places, or resources).	Trace or copy images or symbols related to communities or regions (e.g. location, people, places, or resources).	Copy words related to communities or regions (e.g. location, people, places, or resources).	Label features of communities or regions depicted in pictures or maps.	Describe communities or regions depicted in pictures or maps.	State reasons for exploration from maps, charts or timelines.	Compare/contrast accomplishments of explorers from maps, charts or timelines.	Explain, with details, contributions of explorers to history
	Example Alternate Assessment Activities	Teacher presents picture of house and says, "Circle the house". Student circles/marks like picture of house on worksheet.	Teacher presents printed images or symbols of a house. Student traces/copies it on another piece of paper.	Teacher presents printed word "house" and student copies it to label a picture on another piece of paper.	Label school, library, hospital, park, post office, etc. depicted in a map of a city using a word bank. Label trees, birds, flowers, river, etc. depicted in a picture of a rainforest using a word bank.	Student is presented with a cartoon map of a city and asked to write two to three words about the city.	Student is shown a map of North America, with labeled resources (furs, gold, trees, etc.). Student is asked to write a phrase about why someone who lives in the city would want to explore (ex: "to get gold". Student is shown a map with positive/negative features and asked why a farmer would have put his farm at a specific place.	Student is presented with a map of the travels of two explorers that shows pictures of what they found when they reached their destinations. Student is given the writing prompt "Write about what was the same or different for these explorers." Student writes a sentence.	Pick an explorer. Write 2-3 sentences about him and how he changed history. Pick a person who you feel was important to history. Write 2-3 sentences about why they were important. Pretend you were an explorer who discovered a new land (maybe present a picture/passage about positive features of the new land). Write about how your discovery will change your family and your community.

ALTERNATE ACCESS for ELLs™

Grade 6-8 Cluster

Alternate Model Performance Indicators
&
Sample Alternate Assessment Activities



Example Academic Content Topics and Genres for WIDA’s English Language Proficiency Standards

Grade Level Cluster: 6-8

Context for Standard 1: Social and Instructional language	Context for Standard 2: The language of Language Arts	Context for Standard 3: The language of Mathematics	Context for Standard 4: The language of Science	Context for Standard 5: The language of Social Studies
<p>Example Topics</p> <ul style="list-style-type: none"> • Assignments/ Research • Character development • Instructions/ Assignments • Resources & supplies • School behavior • School life • Social interaction • Use of information • Use of multiple resources • Use of register 	<p><i>Example Genres</i></p> <ul style="list-style-type: none"> • Adventures • Ballads • Editorials • Historical documents • Human interest • Mythology • Poetry/Free verse • Science fiction • Technical texts <p><i>Example Topics</i></p> <ul style="list-style-type: none"> • Alliteration • Author’s purpose • Biographies • Comprehension strategies • Dialogue • Editing • Figures of speech • Literacy devices • Metaphors & similes • Multimedia • Multiple meanings • Personification • Synonyms & antonyms • Test-taking strategies • Word origins 	<p>Example Topics</p> <ul style="list-style-type: none"> • Algebraic Equations • Area, volume & circumference • Complex 2- & 3-dimensional figures • Data interpretation & statistics • Data sets & plots • Decimals • Estimation • Factors • Fractions • Geometric relations • Integers • Line segments & angles • Measures of central tendency (mean, median, mode, range) • Metric & standard units of measurement • Parallel lines • Percent • Perimeter • Probability • Ratio & proportion • Square root 	<p>Example Topics</p> <ul style="list-style-type: none"> • Atoms & molecules • Bacteria to plants • Body systems & organs • Chemical building blocks • Climate/Temperature change • Climate zones • Comets & meteorites • Cycles • Elements & compounds • Forms of energy • Light • Motion & force • Natural disasters • Populations, resources & environments • Processes • Reproduction • Scientific inventions or discoveries • Scientific tools or instruments • Solar system • Sound • Universe: Stars and planets • Water 	<p>Example Topics</p> <ul style="list-style-type: none"> • Agriculture • America’s story • Ancient/Medieval civilizations • Bill of Rights • Civic rights & responsibilities • Civil wars • Colonization • Countries & continents • Cultural perspectives & frames of reference • Economic trends • Forms & organization of government • Freedom & democracy • Human resources • Longitude/Latitude/ Time zones • Maps • Revolution • Slavery • U.S. Constitution

* These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Grade Level Cluster: 6-8

		Alternate ACCESS Level A 1 Initiating	Alternate ACCESS Level A 2 Exploring	Alternate ACCESS Level A 3 Engaging	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to classroom instructions visually or with body movements.	Match pictures of classroom materials to photos of physical objects based on oral statements.	Identify school or classroom objects based on oral statements.	Identify needed resources or supplies for activities from pictures and oral statements (e.g., pencil, paper)	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., microscope, calculator)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse
	Example Alternate Assessment Activities	Teacher describes a task. Student gives appropriate response (eye-gaze, gestures, facial expressions or vocalizations) during presentation.	Teacher presents a picture of a chalkboard/pencil/notebook and asks the student to match it with another chalkboard/pencil/notebook.	Teacher asks student to point to the clock (chalkboard, word wall, blocks, desk, chair, paper, pencil, crayons) in the classroom. Student points to item. Teacher states a peer's name. Student identifies peer through appropriate gestures or vocalizations.	Teacher shows student pictures of classroom materials (or actual objects) and asks student, "Which one can we use to draw a picture?" Student points to paper, pencil, markers, etc.	Teacher shows student classroom materials or pictures of them (e.g., ruler, lined paper, math worksheet, pencil, paints, blank paper, etc.) and asks student to match the items to those needed for a class (math, physical education, art.) Student matches items accordingly.	Teacher shows student classroom materials or pictures of them (e.g., ruler, lined paper, math worksheet, pencil, paints, blank paper, etc.) and asks student to group the items into those needed for a specific class (math, art, science, etc.). Student groups items accordingly.	Teacher describes items that can be used in more than one subject and asks student to identify the items. Student identifies items from a list.	Teacher describes task and student decides what items would be useful (e.g., items needed to construct poster of classroom rules).
Speaking	AMPI / MPI	Vocalize in response to questions about classroom-related objects.	Repeat parts of classroom-related words supported visually by pictures, objects, or gestures.	Repeat classroom-related words supported visually by pictures, objects, or gestures.	Respond to WH-questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported assignments (e.g., through think-alouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level
	Example Alternate Assessment Activities	Teacher points to picture of book and says, "Do you like to read?" Student vocalizes in response.	Teacher says "book" and shows student a picture of a book. Student repeats one or more sounds (e.g., /b/).	Teacher says "book" and shows student a picture of a book. Student says, "Book."	Teacher says to student, "Please put your book away" and asks student, "What are you supposed to do?" Student replies with one or more appropriate words. Student responds to teacher's questions about a picture, such as "What is he doing?" Response contains one or more appropriate words.	Teacher says to student, "Please put your book away" or, "Get in line for lunch" and asks student, "What are you supposed to do?" Student replies with appropriate phrase such as, "Put my book away," or "Line up for lunch."	Teacher provides 2+ step directions, accompanied by illustrations. Student repeats directions with use of pictures using phrases. Student describes step-by-step instructions for accomplishing a task or assignment with use of pictures.	Teacher provides 3+ step directions accompanied by illustrations. Student retells directions in own words in 1+ complete sentences.	Teacher asks student, "Why is it important that _____?" (line up for lunch, turn in our homework before class, etc.). Student responds with one or more complete sentences.

Grade Level Cluster: 6-8

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to text about socially-related topics.	Match individual letters within words in text.	Match words to illustrated words of socially-related topics.	Locate words or phrases on socially-related topics (e.g., parties) from visually supported information (e.g., on invitations)	Identify sentence-level information on socially-related topics from illustrated text (e.g., in advertisements or instructions)	Summarize information on socially-related topics from illustrated paragraphs	Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)	Infer information on socially-related topics from text
	Example Alternate Assessment Activities	Teacher presents student with a socially-related print material. Student attends.	Teacher asks student point to a letter in a word (i.e. the letter “f” in the word “cafeteria”). Student points to correct letter. Identify letters by name	Teacher presents student with pictures of socially-related topics (e.g., school dance, cafeteria). Student matches pictures to corresponding word labels. Teacher shows yearbook to student. Student matches written labels (“school dance,” “cafeteria,” “sports” “clubs,” etc.) to appropriate pictures.	Teacher presents student with a party invitation and a word (where? When? etc.) asks student to locate it on the invitation. Student points to information on the invitation.	Teacher presents student with party invitation (written mainly in complete simple sentences) and student identifies key facts about the party (i.e., date, time, place).	Teacher presents student with a short paragraph (~3 sentences), accompanied by a photo, from a flyer or school newspaper about a school dance, play, upcoming event, etc. Student selects a sentence that summarizes the article.	Teacher provides student with written multi-step directions. Student reads and follows directions.	Teacher presents student with a note. Student reads note and then selects items from a list that would apply or be related to the content of the note (e.g. list of items to bring for specific occasion).
Writing	AMPI / MPI	Circle pictures of objects associated with school.	Trace or write one or more letters in words associated with school objects or subjects.	Copy words associated with school subjects from labeled pictures of objects.	Make lists associated with school life from visuals and word/ phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)
	Example Alternate Assessment Activities	Teacher presents a paper with the name and picture of an object on it (e.g., pencil) and reads the word. Student circles a picture that matches the object.	Teacher presents a labeled picture of an objects associated with a school subject (e.g., globe, calculator, counting cubes). Student traces or writes letters in the name of the object.	Teacher presents printed pictures of an object related to school subjects (e.g., globe, lab equipment). Student copies the name of the object from the label.	Teacher asks student to make a list of words associated with a particular school subject. Student writes related words.	Teacher instructs student to complete a daily schedule. Student uses pictures and phrases to complete the schedule. Student completes a Venn Diagram comparing two school sports or subjects using pictures and phrases.	Student completes graphic organizer using words and phrases for favorite subjects or tasks at school.	Teacher presents student with graphic organizer and a passage about proposed changes at school. Student fills in a graphic organizer with changes to school life and reasons for these changes using phrases and sentences.	Student writes a paragraph (2-3 sentences) about a change that is needed at his/her school.

English Language Proficiency Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level Cluster: 6-8

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to oral poems.	Match pictures to oral statements based on oral poems.	Arrange pictures sequentially following oral poems.	Identify illustrated rhyming words in recited excerpts from poems	Classify illustrations descriptive of recited excerpts of poetry or free verse	Match main ideas in recited short poems or free verse with illustrations	Interpret main ideas or details in recited poems or free verse with illustrations	Make inferences from main ideas and details of recited grade level poetry or free verse
	Example Alternate Assessment Activities	Teacher reads a short poem. Student demonstrates appropriate eye-gaze, gestures, facial expressions, or vocalizations.	Teacher reads poem aloud and presents students with labeled illustrations from the poem. Student chooses the correct picture when teacher says a sentence that describes that event from the poem.	Teacher reads a poem, while the student reads and listens, and presents student with three pictures: one representing the beginning, middle, and end of the poem, respectively. Student arranges pictures in correct order.	Teacher reads a poem and asks student to identify the rhyming words read. Student selects illustration of rhyming words. Teacher says words and asks student if the words rhyme. Student responds "yes/no."	Teacher reads excerpt from story and instructs student to choose picture illustrating excerpt. Student chooses correct picture.	Teacher reads passage aloud. Student matches written phrases from the passage to illustrations of the phrases.	Teacher reads passage aloud. Student places written phrases and corresponding illustrations from the passage in chronological order.	Teacher reads story/poem. Student describes, draws, or chooses phrase from phrase bank to indicate what could happen next in the story/poem.
Speaking	AMPI / MPI	Vocalize in response to yes/no questions related to a text.	Repeat sounds/ syllables of words related to a visually-supported text.	Identify characters in a text by repeating their names.	Describe persons or objects in human interest stories from visual frames	Relate main ideas of human interest stories from visual frames	State reasons for the 'interest' in human interest stories from visual frames	Apply ideas from human interest stories from visual frames	Defend and justify stances or points of view in human interest stories
	Example Alternate Assessment Activities	Teacher reads a story and asks student a yes/no question about the main idea (e.g., "Was George Washington born in VA?"). Student responds verbally.	Teacher points to picture and of Africa and says, "This is Africa. The story took place in Africa. Say Africa." Student says, "A," "Af," etc.	Teacher reads student part of a biography with pictures and points to a picture of the biography subject, says his/her name, and asks, "What is his/her name?" Student repeats name.	Teacher reads student part of a biography with pictures and points to a picture of the biography subject and asks, "What happened to ___ when she was a child?" Student responds verbally with at least one related word.	Teacher reads student a biography with pictures and asks student to describe what is happening in a particular picture. Student responds verbally using phrases.	Teacher reads student a passage and asks what the text was about. Student responds with a phrase. Teacher reads student a story and asks student why the story was interesting to him/her. Student responds with a phrase.	Teacher presents a reading passage with a picture that focuses on a particular issue and asks student "What is happening in the picture?" Student responds using one or more simple sentences.	Teacher asks student, "What do you think about/feel about (e.g., immigration, slavery)? "Tell me why you feel this way. Student responds verbally with a simple sentence (e.g., "I think slavery is bad because all people should be free.").

English Language Proficiency Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level Cluster: 6-8

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to print materials about adventures.	Identify letters in the titles of adventure books.	Match words from adventure book titles with words in text.	Identify words or phrases associated with adventures using visual support	Answer WH- questions related to adventures using visual support (e.g., "What is the spy looking for?")	Sequence plots of adventures using visual support	Summarize plots of adventures using visual support	Predict effects of altering events in adventures (e.g., "If X happened at another time, what do you think would change?")
	Example Alternate Assessment Activities	Teacher reads an adventure story. Student attends by looking at book and tracking from page to page.	Teacher presents student with the cover of an adventure book and asks student to find a letter in the title ("find the A in the title")	Teacher shows student a key word from an adventure book title and asks student to find the word in the text below the heading. Student matches the word with the corresponding word(s) in the text.	Teacher instructs student to locate headings throughout a text. Student identifies headings or reads them aloud.	Teacher presents student with a reading selection with illustrations and asks WH questions about story. Student answers WH questions pertaining to the story.	Teacher presents student with a reading selection with illustrations and asks student to sequence events. Student sequences events found within plot.	Teacher presents student with a reading selection with illustrations and asks student to summarize plot. Student verbally or in writing summarizes the plot or points to a picture relating an important part of the plot.	Teacher presents student with a reading selection with illustrations. Teacher then presents student with an event that alters the plot and asks student how the change will affect the plot. Student predicts the effect the altered event has on the plot by choosing the correct outcome picture.
Writing	AMPI / MPI	Mark likes or dislikes on visual representations.	Trace words to indicate likes or dislikes from labeled visual representations.	Copy words to indicate likes or dislikes given a visual and verbal prompt.	Answer questions to agree or disagree with current issues from models depicted visually or graphically	React positively or negatively to current issues in editorials from models depicted visually or graphically	Give opinions in reaction to current issues in editorials from models depicted visually or graphically (e.g., "I think...")	Discuss pros and cons of current issues in editorials from models depicted visually or graphically (e.g., "I agree with X; I disagree with Y")	Produce editorials (opinions backed by examples) from current grade level issues
	Example Alternate Assessment Activities	Teacher presents visuals of two foods and asks the student to put a mark on the food that they like. Student marks the foods.	Student traces a word that names a food that he/she likes or dislikes.	Teacher presents pictures of food and asks student to write the name of the pictured food he likes best.	Teacher instructs student to indicate in writing whether certain foods are good for you or not good for you. Student lists at least 1 food in appropriate columns.	Teacher presents a school lunch menu depicted graphically. Student indicates in writing whether the menu is "healthy food" or "not healthy food".	Teacher presents a school lunch menu. Student indicates whether or not the menu is healthy or not healthy and supports their opinion with examples using phrases or simple sentences.	Teacher presents the student with an article about the removal of snack machines from the school cafeteria. Student is asked to write 1 pro or 1 con regarding the issue using a complete sentence.	Teacher provides student with article about the possible removal of vending machines from the school cafeteria. Teacher provides student with sentence starter about article and asks student to present view point with examples supporting opinion. Student responds with a paragraph of 2-3 sentences.

English Language Proficiency Standard 3: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level Cluster: 6-8

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to oral descriptions of quantities or proportions supported with illustrations.	Match quantity of objects given oral directives.	Identify quantity of objects based on oral statements.	Identify proportional representation of objects from oral directions and graphs or visuals (e.g., "Two halves make a whole. Find half a pizza.")	Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals	Match everyday examples of percent or fractions with oral descriptions using graphic or visual support (e.g., interest or taxes)	Analyze everyday situations involving percent or fractions from oral scenarios with graphic or visual support (e.g., "Sales tax is based on percent. When might you need to use percent?")	Apply ways of using percent or fractions in grade level situations from oral discourse
	Example Alternate Assessment Activities	Teacher describes a quantity or proportion using pictures or manipulatives. Student uses appropriate eye-gaze, gestures, facial expressions, or vocalizations that indicate he/she is attending to the description.	Teacher presents student with marbles and demonstrates taking three marbles. Teacher says, "Show me three marbles." Student chooses three marbles from pile of marbles.	Teacher shows students two bags of marbles and states "This bag has X marbles." This bag has X marbles." and asks, "Which bag has more/X amount?" Student indicates answer verbally. Teacher shows student a picture of a tree with 5 monkeys in it and one with 2 monkeys and says, "This tree has 5 monkeys. This tree has 2 monkeys. Which tree has 2 monkeys?" Student indicates correct answer.	Teacher shows student picture of a whole pizza, and a picture of half a pizza, and says point to the whole pizza. Teacher instructs student to color a portion of a group of objects (e.g., "Color 3 of the five pieces"). Student colors object(s) correctly.	Teacher shows student pictures of $\frac{1}{2}$ a pizza and $\frac{1}{4}$ of a pizza, and asks the student to point to the picture showing $\frac{1}{2}$ plus $\frac{1}{4}$. Student indicates the picture of $\frac{3}{4}$.	Teacher presents student with an advertisement with some items marked 25% off and asks student to match the percentages with the equivalent fraction.	Teacher presents student with a scenario with graphic or visual support that requires percentages or fractions (ex. pizza slice, sale price tag, measuring cup, etc.). Student figures the percentage of money that should be subtracted from original price and answers questions based on new amount of money.	Teacher presents student with a sale ad. Some items are marked 25% and 50% off. Teacher asks student which item is the better deal. Student analyzes which is the better deal verbally or in writing.
Speaking	AMPI / MPI	Vocalize about line segments or angles in response to visually-supported questions.	Repeat sounds or syllables from words related to line segments or angles.	Repeat words related to line segments or angles.	Identify (line segments or angles) from pictures of everyday objects	Define or describe types of line segments or angles from pictures of everyday objects (e.g., "This angle is larger.")	Compare/contrast types of line segments or angles from diagrams (e.g., parallel v. perpendicular lines)	Discuss how to solve problems using different types of line segments or angles from diagrams	Explain, with details, ways to solve grade level problems using different types of line segments or angles
	Example Alternate Assessment Activities	Teacher presents symbol of angle and asks, "Is this an angle?" Student makes a sound in response to the question.	Teacher presents picture of line and says, "This is a line. Say line" Student repeats sound or syllable from word.	Teacher presents picture of acute angle and says, "This angle is acute. Say acute." Student repeats word.	Teacher presents student with pictures of everyday objects (ex. house, fence, etc.). Student verbally identifies shapes/line segments/angles within the picture.	Teacher presents student with pictures of everyday objects (ex. house, fence, etc.). Student verbally describes or defines line segments or angles found within the picture using a phrase.	Teacher presents student with a city map. Student verbally compares/contrasts features of the map (E.g., Intersections, parallel streets, angles created by streets or three locations on the map) using multiple phrases.	Teacher presents student with a city map with points or corners labeled with letters. Teacher asks student to describe a route from point A to point B. Student responds verbally in a simple sentence.	Teacher presents student with a city map and asks student why one route is "better" than another. Student responds verbally with details. (E.g., "He should go from A to C rather than A to B to C because it is shorter.")

English Language Proficiency Standard 3: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level Cluster: 6-8

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to teacher presentation of math vocabulary.	Match illustrated shapes to those found in the environment (e.g. Rectangle=chalkboard, book; circle=clock, ball).	Match the words circle, square, graph, etc. or written numbers to their graphic representations.	Match vocabulary associated with perimeter or area with graphics, symbols or figures (length/width)	Identify visually supported examples of use of perimeter, area, volume or circumference in real-world situations (e.g., painting a room)	Classify visually supported examples of use of perimeter, area, volume or circumference in real-world situations	Order steps for computing perimeter, area, volume or circumference in real-world situations using sequential language	Select reasons for uses of perimeter, area, volume or circumference in grade level text
	Example Alternate Assessment Activities	Teacher Shows student shapes and reads their labels. Student attends by tracking from label to label.	Teacher presents the student with a shape and asks student to find similar shapes in the classroom. Student finds correct shapes.	Teacher presents student with a picture and asks student to label picture with appropriate vocabulary word. Student provides correct vocabulary word.	Teacher presents student a picture of the perimeter highlighted and one with the area highlighted and asks student to match the correct vocabulary word to a picture. Student matches correct word.	Teacher presents student with a math vocabulary word (area, perimeter, volume, circumference, etc.) and two illustrations of everyday uses labeled with the equation (i.e., fencing a yard $-2l+2w$; carpeting a room $-lxw$). Student matches the vocab and the everyday use.	Teacher presents written word problems such as laying carpet, putting up a fence, planting grass, distance around a globe etc. Student classifies each problem into the appropriate category (e.g., "area," "perimeter"). Teacher presents student with a visually supported word problem based on calculating the area of a lawn. Teacher asks student to identify the type of problem from a list.	Teacher presents student with steps out of sequence for calculating perimeter (steps incorporate sequential language such as first, last, next, etc.). Student puts the steps in order.	Teacher presents student with two vocabulary words as well as a list of reasons for use of each term. Student matches vocabulary word perimeter, area, volume, or circumference with the appropriate reason for using that calculation.
Writing	AMPI / MPI	Mark//circle representations of math terms (such as parts or whole numbers).	Trace representations of math terms (such as parts or whole numbers).	Copy representations of math terms (such as parts or whole numbers).	Show pictorial representations or label terms related to algebraic equations from models or visuals	Give examples and express meaning of terms related to algebraic equations from models or visuals	Describe math operations, procedures, patterns or functions involving algebraic equations from models or visuals	Produce everyday math problems involving algebraic equations and give steps in problem-solving from models or visuals	Summarize or predict information needed to solve problems involving algebraic equations

	<p>Example Alternate Assessment Activities</p>	<p>Teacher presents student with pictures/symbols that illustrate math terms. Student marks symbols that relate to math. Mark the “plus sign.”</p> <p>Student circles a particular number in an equation (e.g., “Mark the number “2” in “2+3=5”).</p> <p>Identify numbers.</p>	<p>Teacher presents student with pictures/symbols that illustrate math terms. Student traces pictures/symbols.</p>	<p>Teacher presents student with pictures/symbols that illustrate math terms (e.g., “1+1 = 2”). Student copies pictures/symbols.</p>	<p>Teacher presents student with shapes. Student labels shapes.</p> <p>Teacher states a one-step equation (e.g., “1+1 = 2”). Student writes the word describing the operation, “add.”</p>	<p>Teacher presents student with two pie charts representing pizzas and asks student who ate more pizza. Student indicates who ate more pizza using a fill-in-the-blank format.</p>	<p>Teacher shows student a visual representation of an algebraic equation. Student writes phrases or simple sentences describing the operations included in the equation.</p>	<p>Teacher gives students a group of objects (cookies, pencils, etc.) and a number of classmates requiring those objects. Student develops an algebraic equation to determine the number of objects each classmate would receive.</p>	<p>Teacher provides student with an algebra problem. Student writes a list of steps needed to solve the problem.</p> <p>Teacher presents student with an equation. Student writes a story problem that goes along with the equation.</p> <p>Given a model, student writes sentences describing the steps of an equation.</p>
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WIDA’s Framework for **Summative** Assessment and Instruction

English Language Proficiency Standard 4: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level Cluster: 6-8

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to oral descriptions of scientific tools or instruments.	Match pictures of scientific tools or instruments from oral statements.	Identify pictures of scientific tools or instruments from oral statements.	Match scientific tools or instruments with pictures from oral statements (e.g., sundial)	Classify scientific tools or instruments with pictures and labels from oral directions (e.g., "Telescopes and sundials go with the sky.")	Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions	Compare/contrast examples of scientific tools or instruments and their uses from oral descriptions (e.g., differences between telescopes and microscopes)	Infer uses of scientific tools or instruments from oral reading of grade level material
	Example Alternate Assessment Activities	Teacher describes a scientific tool or instrument using pictures. Student uses appropriate eye-gaze, gestures, facial expressions, or vocalizations that indicate he/she is attending to the description.	Teacher presents diagram of the water cycle and asks student to match a picture of a step of the cycle. Student matches picture to correct part of the cycle. Teacher presents picture of a scientific tool or instrument and instructs student to find the matching tool.	Teacher shows student two pictures, one of science related activity (e.g., measuring liquid) and one of a non-science activity (pointing to place on globe) and labels each picture, then asks student to point to picture showing science person using [specific scientific tool]. Student points to picture.	Teacher describes a scientific tool and asks student what tool it is. Student selects the appropriate picture or illustration of the required item.	Teacher presents student with pictures of scientific tools (e.g., telescope, microscope, outdoor thermometer, an x-ray of a bone, etc.) and asks student which tools would be grouped with "earth science" or "life science" tools. Student selects appropriate tool.	Teacher describes various science-related objects and tools and their uses and asks student to match pictures of science items (cells, etc.) to the tool that would be needed to perform science tasks with those items (i.e. microscope). Student correctly matches objects and tools.	Teacher presents pictures of scientific tools and names and describes scientific tools. Teacher tells student to group tools according to similarities (or according to differences). Student groups pictures accordingly.	Teacher reads student a paragraph explaining scientific tools from science text. Student matches picture of tool to picture of appropriate use. Student explains why certain tools are used for certain scientific activities and why other tools would not be ideal.
Speaking	AMPI / MPI	Vocalize in response to questions related to scientific events or discoveries.	Repeat sounds or syllables from words related to scientific events or discoveries using visual support.	Repeat words related to scientific events or discoveries.	Use general vocabulary associated with scientific inventions or discoveries based on illustrations (e.g., machine or x-ray)	Describe scientific inventions or discoveries based on illustrations	Compare/contrast scientific inventions or discoveries described orally with visual support (e.g., "___ is similar to/ different from ___ because ___.")	Imagine future scientific inventions or discoveries based on oral and visual clues	Predict potential impact of scientific inventions or discoveries on life based on oral evidence (e.g., "In 100 years, we could/ may/might...")
	Example Alternate Assessment Activities	Teacher asks yes/no questions (e.g., "Is fire hot?"). Student vocalizes.	Teacher presents picture of fossil and says the name aloud. Student repeats sound or syllable from the word.	Teacher presents picture of a light bulb and says name. Student imitates. Teacher says, "Fire." Student repeats.	Teacher presents picture depicting an x-ray and explains what an x-ray is. Teacher then points to picture of x-ray and asks student. "What is this called?" Student says "x-ray."	Teacher asks student to describe a scientific tool depicted visually. Student responds verbally using key words or phrase(s).	Teacher reads and presents student with a sentence (e.g., "___ is similar to/ different from ___ because ___") and a word bank as options for the first two blanks. Student responds orally to fill in blanks using simple sentences.	Teacher describes a jetpack and then asks student, "Why would a jetpack be a useful invention?" Student responds using simple sentences.	Teacher reads and presents student with a sentence (e.g., "In 20 years, we will no longer be using ___ because ___"). Student responds orally to fill in blanks.

English Language Proficiency Standard 4: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level Cluster: 6-8

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to print materials about cycles or processes.	Identify letters within labeled diagrams of cycles or processes.	Match science vocabulary words in cycles or processes.	Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks (e.g., nitrogen cycle)	Sort or classify descriptive phrases and diagrams by cycles or processes	Sequence descriptive sentences and diagrams according to cycles or processes (e.g., mitosis or meiosis)	Identify cycles or processes from descriptive paragraphs and diagrams	Predict consequences of alteration of cycles or processes from grade level text
	Example Alternate Assessment Activities	Teacher presents student with a labeled diagram of a cycle. Student attends to diagram	Teacher presents student with labeled picture of the water cycle and the letter "a". Student identifies letter in the diagram labels.	Teacher presents student with duplicate illustrated and labeled card sets of science vocabulary words (e.g., cell, chlorophyll, plant). Student matches identical word cards.	Teacher presents student with pictures that depict scientific systems or processes and asks student to match them with vocabulary cards. Student matches pictures of scientific systems or processes to vocabulary cards.	Teacher presents student with labeled diagrams of 2 cycles and an incomplete chart with labeled columns (i.e. "water cycle" and "food chain"). Student selects phrase s from phrase bank (identical to labels in picture) to complete chart.	Teacher presents student with illustrations of life cycle, along with accompanying sentences. Student places illustrations and accompanying sentences in chronological order.	Student reads 2-3 sentence passage about life cycle or scientific process and then uses cards or labels to fill in blanks next to illustrations labeling the life cycle or scientific process	Student reads a short paragraph from science text about cycles, and then matches cycle alterations like "endangered," "extinct," "unfertilized eggs" to sentences explaining consequences.
Writing	AMPI / MPI	Mark images/symbols associated with forms of energy.	Trace labels or images/symbols associated with forms of energy.	Copy labels or images/symbols associated with forms of energy.	Match or classify forms of energy from everyday illustrated examples and models (e.g., light, sound, heat)	List and describe examples of illustrated forms of energy from word/phrase banks	Compare/contrast two forms of energy depicted visually (e.g., "___ and ___ are alike/different because ___.")	Explain uses of different forms of energy depicted visually (e.g., "___ is used to ___.")	Evaluate and defend uses of different forms of energy (e.g., "I think solar energy is most efficient because ___.")
	Example Alternate Assessment Activities	Teacher presents student with labeled symbols/images associated with forms of energy (e.g., sun, fire, wind, water). Student makes a mark on the symbol/image.	Teacher presents student with labeled symbols/images associated with forms of energy (e.g., sun, fire, wind, water). Student traces labels.	Teacher presents student with labeled symbols/images associated with forms of energy (e.g., sun, fire). Student copies/rewrites labels.	Teacher instructs student to match words or phrases from a given word bank to pictures. Student writes names of energy sources under appropriate pictures.	Teacher instructs student to label examples of different illustrated forms of energy. Student writes words (e.g., light bulb, windmill) and writes basic sentences to explain each picture.	Teacher provides student with a sentence (e.g., "___ and ___ are alike/different because ___.") with a word bank of energy forms. Student writes sentence, filling in blanks.	Student writes 2+ sentences to explain what electricity is used for, given 2 sentence organizers (e.g. "fill in the blank".	Teacher provides student with a sentence (e.g., "Fire is a good source of energy because _____. It can also be bad because..._____"). Student writes short paragraph (2-3 sentences) based on the provided sentence.

English Language Proficiency Standard 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level Cluster: 6-8

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to oral statements related to maps or graphs.	Match map symbols to actual objects.	Respond to yes/no factual questions related to maps or graphs that are presented with visual support.	Identify agricultural icons from oral statements using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products from oral statements using visual or graphic support (e.g., "Corn is an important crop. Show where the most corn is grown.")	Distinguish among resources or agricultural products from oral statements using visual or graphic support	Find patterns associated with resources or agricultural products from oral statements using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs described orally from grade level material
	Example Alternate Assessment Activities	Teacher describes content of a map or graph. Student uses eye gaze, body movement or vocalization to indicate that he or she is attending to the description.	Teacher says, "This picture of corn on the map represents crops grown in that area. Match this symbol to the picture it represents." Student matches picture to photo of corn/wheat/barley/grain field.	Teacher presents map depicting regions of the United States. Student verbally answers a yes/no question about the map.	Teacher presents map depicting agricultural products in each U.S. region and says, "Show me corn on the map." Student points to corn on the map.	Teacher presents student map depicting agricultural products in each U.S. region and says, "Show me all the areas on the map that grow corn." Student points to regions on the map.	Teacher describes product (qualities, attributes, categories, uses, creation, etc.). Student identifies specific resource in description by pointing to appropriate illustration.	Teacher discusses, and uses pictures for reinforcement, the agricultural products found in a particular country. Student identifies pattern by selecting generic picture (agriculture products vs. tools, etc.).	Teacher describes area and the agricultural products grown there. Student identifies pictures of resources available in area making it ideal for those products.
Speaking	AMPI / MPI	Vocalize when presented with pictures of important figures or leaders.	Repeat parts of category labels of sorted important figures or leaders depicted in pictures.	Repeat words or category labels related to important figures or leaders depicted in pictures using visual support.	Connect events with people in U.S. history using timelines, graphics or illustrations	Describe features or characteristics of major events or people in U.S. history depicted in timelines, graphics or illustrations	Summarize significance of major events or people in U.S. history depicted in timelines, graphics or illustrations	Paraphrase reasons for major events or people's actions in U.S. history depicted in timelines, graphics or illustrations	Explain causes and effects of major events and people's actions in U.S. history (e.g., "This happened as a result of...")
	Example Alternate Assessment Activities	Teacher holds up a picture of Barack Obama and says "Barack Obama. Say Barack Obama." Student vocalizes.	Teacher presents student with photographs of presidents, explorers, or scientists sorted into categories. Then teacher names a category (e.g., "presidents"). Student repeats sound or syllable from category label.	Teacher shows student a picture book about an important historical figure and asks what/ who the book is about. Student responds verbally.	Teacher shows student pictures of key figures in U.S. history and asks student to say "past" or "present" to indicate when the person lived/worked/was a public figure. Student responds verbally.	Teacher shows student picture of historical person or event in US History with printed descriptive information and asks student to tell a detail about the person or event using a few words (i.e., a phrase).	Student states two or more phrases about the events surrounding the bombing of Pearl Harbor.	Teacher presents passage about Pearl Harbor and then asks, "Why was the United States attacked?" Student responds using a sentence.	Teacher presents passage about Pearl Harbor and then asks, "What happened as a result of the attack?" Student responds using one or more sentences.

English Language Proficiency Standard 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level Cluster: 6-8

		Alternate ACCESS Level A 1 Initiating	Alternate ACCESS Level A 2 Exploring	Alternate ACCESS Level A 3 Engaging	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to illustrations and text about rights and responsibilities of people in U.S. or other countries.	Identify letters in words related to the rights and responsibilities of people in the U.S. or other countries.	Match key words related to the rights and responsibilities of people in the U.S. or other countries.	Identify rights or responsibilities of people in U.S. or other countries using illustrations and labels or phrases	Sort rights or responsibilities of people in U.S. or other countries by descriptors using illustrations and written statements	Select examples of rights or responsibilities of people in U.S. or other countries using illustrations and written descriptions	Evaluate rights or responsibilities of people in U.S. or other countries using illustrated text	Infer rights or responsibilities of people in U.S. or other countries from grade level text
	Example Alternate Assessment Activities	Teacher presents student with a social studies related print material. Student attends to material.	Teacher presents student pictures depicting rights and responsibilities of people in the U.S. or other countries (e.g., voting, soldiers, etc.). Student matches initial letters to labeled pictures.	Teacher presents student with labeled pictures depicting rights and responsibilities of people in the U.S. or other countries. Student matches key words to labels.	Teacher presents student with text specific rights and responsibilities of citizens and asks student to find words pertaining to rights and responsibilities. Student finds correct word dealing with a right or responsibility.	Teacher presents student with labeled pictures of rights/responsibilities of people in the U.S. or another country and instructs student to match them with a phrase that describes the right/responsibility (from a list of several sentences). Student matches pictures and phrase.	Student reads a 2-3 sentence short passage about rights of US citizens and then identifies rights of US citizens in the passage.	Teacher provides student with a definition of rights and a definition of responsibilities. Student reads description of a right OR a responsibility and decides which category it belongs in.	Student reads a 2-3 sentence textbook passage about someone violating a law/ responsibilities of adults and children in the U.S. Student determines which responsibility was violated, from a list of 2 responsibilities (i.e. Pay taxes; Obey the speed limit) and their description (
Writing	AMPI / MPI	Mark symbols representing U.S. or other governments.	Trace labels of illustrations that depict features of the U.S. or other governments.	Copy labels of illustrations that depict features of the U.S. or other governments.	Label illustrations of features of U.S. or other governments using word/phrase banks	Describe features of U.S. or other governments using visuals or graphics and word/phrase banks	Compare/contrast features or functions of U.S. or other governments using graphic organizers (e.g., executive, legislative and judicial branches)	Discuss functions of U.S. or other governments in response to current events using graphic organizers	Discuss and justify relative effectiveness of forms or organization of governments
	Example Alternate Assessment Activities	Teacher presents student with a symbol representing the U.S. (e.g. judicial scales). Student marks symbol.	Teacher presents student with a labeled picture or symbols of the U.S. (e.g., capitol building). Student traces label.	Teacher presents student with a labeled picture or symbol of the U.S. (e.g., capitol building, money, ballot, military symbols) Student copies label.	Teacher presents student with a picture or symbol of the U.S. (e.g., White House). Student labels the picture with word from word bank.	Teacher presents student with a partially filled in graphic organizer to describe the functions of the three branches of the U.S. government. Student writes basic phrases to complete the graphic organizer from a phrase bank.	Teacher presents student with an illustrated written passage and a graphic organizer about the executive, legislative, and judicial branches of gov., then reads them aloud. Student writes sentences, using sentence organizers (e.g., The ____ has ____ representatives, while the ____ has ____. etc.) explaining similarities and differences between the Senate and the House of Representatives.	Teacher presents student with a newspaper article. Student answers questions about the presidency in 1 or more full sentences.	Teacher provides student with an article about the US government and another type of government. Student writes a brief paragraph (2-3 sentences) about which type of government they would prefer.

ALTERNATE ACCESS for ELLs™

Grade 9-12 Cluster

Alternate Model Performance Indicators
&
Sample Alternate Assessment Activities



Example Academic Content Topics and Genres for WIDA’s English Language Proficiency Standards

Grade Level Cluster: 9-12

Context for Standard 1: Social and Instructional language	Context for Standard 2: The language of Language Arts	Context for Standard 3: The language of Mathematics	Context for Standard 4: The language of Science	Context for Standard 5: The language of Social Studies
<p>Example Topics</p> <ul style="list-style-type: none"> • Classroom routines • Personal & business communication • Personal preferences • Points of view • Recommendations/ Suggestions • School life • Social & cultural traditions & values • Study skills & strategies • Information gathering • Workplace readiness 	<p><i>Example Genres</i></p> <ul style="list-style-type: none"> • Allusion • Autobiographical & biographical narratives • Comedies • Critical commentary • Epics • Literary genres • Monologues/soliloquy • Multicultural/world literature • Research & investigation • Tragedies <p align="center">Example Topics</p> <ul style="list-style-type: none"> • Analogies • Author’s perspective/ Point of view • Bias • Character development • Convention & mechanics • Literal & figurative language • Multiple meanings • Note taking • Parody • Satire • Symbolism • Word derivations (etymology) 	<p>Example Topics</p> <ul style="list-style-type: none"> • Congruence • Coordinate planes, graphs & equations • Data displays & interpretation • Derived attributes • Formulas & equations • Mathematical relations & functions • Multi-dimensional shapes • Powers • Problem solving • Quadrilaterals • Roots • Scale & proportion • Speed & acceleration • Theoretic probability • Trigonometric functions (sine, cosine, tangent) 	<p>Example Topics</p> <ul style="list-style-type: none"> • Atoms & molecules/ nuclear structures • Chemical & physical change • Conservation of energy & matter • Constellations • Ecology & adaptation • Elements & compounds • Food chains • Forces & motion • Genetics & heredity • Life cycles • Meteorology • Nuclear change • Scientific research & investigation • Simple organisms • Taxonomic systems 	<p>Example Topics</p> <ul style="list-style-type: none"> • Banking and money • Behaviors of individuals & groups • Conflict resolution • Cultural diversity & cohesion • Federal, civil & individual rights • Global economy • Historical figures & times • Human populations • Individual responsibilities • Interdependence among states & nations • International & multinational organizations • Production, consumption & distribution • Social issues & inequities • Supply & demand • Supreme Court cases • Survey research • The story of the U.S. • World histories/ Civilizations/Cultures

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Grade Level Cluster: 9-12

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to/ acknowledge oral statements about classroom routines or instructions.	Match pictures of general classroom routines or instructions with oral statements.	Identify simple classroom routines after teacher provides oral instructions supported by modeling.	Follow simple commands pertaining to classroom routines using illustrations (e.g., "Close your book.")	Carry out multi-step, descriptive instructions pertaining to classroom routines using illustrations (e.g., "Open your book to page 46 and find the table that shows population growth.")	Match idiomatic or slang expressions pertaining to classroom routines with illustrations	Identify figurative language pertaining to classroom routines (e.g., use of hyperboles or metaphors)	Select relevant information from complex oral discourse related to classroom routines
	Example Alternate Assessment Activities	Teacher lists and/or models classroom routines. Student uses appropriate eye-gaze, gestures, facial expressions, or vocalizations to indicate attention to oral statement	Teacher shows student a daily schedule that contains pictures next to each subject as well as matching picture cards. Teacher gives student a card with a picture of lunch and points to the schedule and says, "Show me lunch." Student points to lunch on the schedule.	Teacher shows student a picture of a boy hanging up his coat and says: This boy is hanging up his coat. Point to the girl who is hanging up her coat.	Teacher says, "Close your book." Student points to the picture indicating the appropriate response.	Teacher says, "Find the last word on page 45 of the dictionary." Student opens dictionary and indicates (orally or through gesture) the last word on page 45.	Teacher presents student with pictures of classroom routines and cards containing idioms (e.g., "put on your thinking cap," "show of hands"). Teacher reads the cards aloud and says, "Match the pictures with the phrases that describe them."	Teacher presents a series of pictures of classroom routines and says, "Show me the student that is as quiet as a mouse." Student points to the picture of the student who is quiet.	Teacher describes morning routine to student and asks, "Where do we turn in our homework?" Student responds in some manner (points, states, etc.)
Speaking	AMPI / MPI	Indicate preferred items by attempting to mimic sounds when items are presented visually.	Imitate single sounds/ syllables related to student's likes.	Produce one-word answers to questions about likes and dislikes using visual support.	Answer WH- questions that express likes and dislikes from visuals	Reply to a range of questions that express personal preferences from visuals	Express personal preferences and give reasons for selection from visuals	Explain, elaborate and defend personal preferences from visuals	Discuss and support changes in personal preferences over time
	Example Alternate Assessment Activities	Teacher holds up a preferred item (e.g., favorite magazine). Student points to the magazine and makes any kind of vocalization. Teacher holds up two categorically similar items and student indicates preference by vocalizing.	Teacher holds up a picture of a person eating an apple (or another item the student likes) and says, "Say – apple." Student repeats syllable/ sound.	Teacher holds up a picture of an apple and a banana and asks, "Do you like apples or bananas better?" Student responds verbally by identifying the preferred fruit (e.g., "apples").	Using visuals, teacher asks student, "What foods do you like to eat?" Student responds verbally (e.g., "Pizza and pasta").	Teacher asks student several questions such as, "Do you prefer to wake up early or sleep late?" Or, "Do you like to draw pictures or write stories?" Student responds verbally using a phrase.	Student selects picture of a preferred item from a picture bank and states orally (using a phrase) a reason for like or dislike.	Student selects two pictures from a picture bank (one preferred food and one not preferred food) and orally describes reasons for the preferences in 1 or more complete sentences. (Note: teacher provides sentence prompt/ scaffold/ starter, e.g., "I like pizza because _____")	Provided with visuals of unusual foods, student discusses desire to try new foods in 1 or more complete sentences.

Grade Level Cluster: 9-12

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	<i>ACCESS Level 1 / Alternate ACCESS Level 1 Entering</i>	<i>ACCESS Level 2 Beginning</i>	<i>ACCESS Level 3 Developing</i>	<i>ACCESS Level 4 Expanding</i>	<i>ACCESS Level 5 Bridging</i>
Reading	AMPI / MPI	Attend to labeled pictures of school-related objects.	Match labeled pictures of school objects.	Sort pictures of labeled objects according to the category in which they belong.	Identify words and phrases associated with school/ workplace from visually supported material	Glean information from school/ workplace-related forms supported visually or graphically (e.g., job applications)	Compare information from school/ workplace-related forms supported visually or graphically (e.g., home versus school rules)	Interpret information about situations in school/ the workplace supported visually or graphically	Evaluate information about school/ the workplace and its personal relevance
	Example Alternate Assessment Activities	Teacher presents a labeled picture of the hallway, points to each of the words on the picture (e.g., exit, locker, door, bathroom), and says them aloud. Student looks at the picture.	Teacher presents student with two sets of labeled picture cards of school objects. Student matches pairs together (e.g., locker-locker).	Teacher presents student with picture cards of various objects found at home or in school. Student sorts items according to the location/categorical label in which they are commonly found (e.g., home- bed, shower, dresser; school- chalkboard, desk, map).	Teacher presents student with a picture of a school-related object (e.g., a blackboard). Student selects the word that matches the picture from a word bank. Teacher shows the student a labeled picture of the hallway at school. Teacher points to words (e.g., exit, locker, door, bathroom), and student reads them aloud.	Teacher presents a copy of a daily schedule for Mary. Student must identify the class Mary is to be in during 5 th period.	Teacher presents student with a list of home rules and a list of school rules. Student circles the rules that are the same in both locations.	Student is presented with an excerpt from a school newsletter that describes recent budget cuts. Based on the information, the student responds to a question asking, "Is it likely the school will spend money to build a new playground this year?" (This item needs to be very explicit: i.e. "The school has no money for new projects. Will the school spend money on a new playground?")	Teacher presents a list of school classes and the student identifies which classes would have relevance to particular careers (e.g., doctor).
Writing	AMPI / MPI	Circle or mark next to, on, around, etc. own name on forms.	Trace name and other identifying information on school forms.	Copy names and other identifying information on school forms.	Complete forms read orally with identifying information or produce facts about self	Complete real-life forms from models (e.g., job or license applications)	Respond to personal or business correspondence from models (e.g., announcements, invitations)	Produce personal or business correspondence from models (e.g., social letters, autobiographical paragraphs)	Compose extended personal or business correspondence (e.g., editorials, reviews or narrative resumes)
	Example Alternate Assessment Activities	Teacher presents student with a school form (e.g., permission slip) with the student's name written on it. Student circles his/her name on the form.	Teacher presents student with a school form (e.g., permission slip) in large print and models by tracing a word on the form. Student traces name and phone number on the form.	Teacher presents student with a school form (e.g., permission slip) that is already completed. Student copies his/her first and last name and other identifying information (e.g., telephone number, address) onto a blank form.	Teacher presents student with a school form and a model of one that is already filled in with another student's information. Teacher reads each heading (e.g., name, address, date of birth) and instructs student to complete the form with his/her own information. Student writes information in the corresponding spaces on the form.	Teacher presents student with a basic job application and a model of one that is already filled in with another student's information. Student completes the job application.	Using a template, student writes a sentence to accept or decline an invitation.	Using a provided template, student writes an invitation to a class event.	Student writes a one-paragraph business letter about a desired topic. Student writes a post card of at least 3-5 sentences to a friend.

English Language Proficiency Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level Cluster: 9-12

		Alternate ACCESS Level A 1 Initiating	Alternate ACCESS Level A 2 Exploring	Alternate ACCESS Level A 3 Engaging	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to/ acknowledge oral statements about sources of information.	Match sources of information based on oral statements.	Identify sources of information based on oral statements.	Distinguish between sources of information and distracter pictures based on oral directions	Select sources of information based on oral descriptions	Apply oral statements to sources of information	Compare and contrast sources of information based on oral statements	Analyze oral information to determine applicability of sources of information
	Example Alternate Assessment Activities	Teacher describes sources of information such as books, the internet, etc. Student attends to oral statements through eye gaze, gestures, facial expressions, or vocalizations.	Teacher hands student pictures of sources of information. Student matches pairs together.	Teacher says, "Show me the computer (dictionary, encyclopedia, etc.)." Student picks the computer from a set of 3 pictures.	Teacher displays pictures of various items (e.g., computer, book, house, car). Student identifies the sources of information.	Teacher provides an oral description of a source of information (e.g., "This is a book, and it tells you what words mean and how to spell them."). Student selects appropriate source (i.e., dictionary) from an array of pictures.	Teacher describes two types of sources of information (e.g., newspaper, book). Student indicates which description matches the pictured source of information.	Teacher describes a table of contents, glossary, and index. (E.g., Table of Contents is located in front of the book; Glossary and Index are located in the back of a book). Teacher asks student to identify which two are similar.	Teacher describes two sources of information (e.g., encyclopedia and dictionary) and an assignment (e.g., writing a book report or spelling a new word). Student determines which source of information would be most appropriate for a given task.
Speaking	AMPI / MPI	Vocalize in response to teacher request to indicate preference between characters from stories.	Attempt to repeat key words from stories supported by pictures.	Repeat key words from stories supported by pictures.	Provide details from a story using visuals or graphic organizers	Summarize examples of story lines using visuals or graphic organizers (e.g., outlines)	Compare/contrast features of similar story lines (e.g., characters, events) using visuals or graphic organizers	Compare authors' points of view of similar story lines using visuals or graphic organizers	Apply components of literature (e.g., setting, characters) to a short story
	Example Alternate Assessment Activities	Teacher presents picture of two characters from story and asks, "Who do you like best: the Scarecrow or the Tinman?" Student vocalizes to indicate preference.	Teacher reads a short story and shows student related pictures. Teacher points to a picture and states a key word (e.g., "dance"). Student attempts to imitate the word by repeating a sound or syllable.	Teacher reads a short story and shows student related pictures. Teacher points to a picture and states a key word (e.g., "dance"). Student repeats, "Dance."	Teacher reads a short story with pictures and states a few phrases about the story supported by text and pictures. Then teacher says, "Tell me one thing about the story." Student responds with 1 or more key words from the story.	Teacher presents student with pictures from a story. (E.g., A story about growing plants in which the pictures show seeds, rain/sun, and flowers). Student selects a picture and tells part of the story in his/her own words, using 1 or more phrases.	Teacher presents student with pictures from two short stories that have similar story lines (e.g., a story about a farmer growing vegetables, and a story about a girl growing flowers in her garden). Student describes in phrases how the story lines are similar (e.g., both deal with growing plants), and how they are different (e.g., the farmer is growing food to eat, while the girl is growing flowers).	Teacher presents an illustrated story an ant that cannot get around a penny because- in his perspective- it is so large. Then a person comes along and picks the penny up. Teacher asks what each character thought about the penny. Student responds with a simple sentence (e.g., The ant thought the penny was big, and the person thought the penny was small).	Teacher reads a short story with pictures. Student selects literary components from a word bank (e.g., setting, characters, point of view), and discusses in 1 sentence how the selected component applies to the story.

English Language Proficiency Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level Cluster: 9-12

		Alternate ACCESS Level A 1 Initiating	Alternate ACCESS Level A 2 Exploring	Alternate ACCESS Level A 3 Engaging	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to labeled pictures of people performing their specific acts or contributions.	Match labeled pictures of people with pictures of items related to their specific acts or contributions.	Identify people with their acts or contributions using visuals and words.	Associate people with their acts or contributions using visuals and phrase level text	Identify influences on people's lives using visuals and sentence level text	Match cause of influences on people's lives with effect using visuals and multi-sentence text	Interpret impact of people's lives on others or society using visuals and paragraph level text	Predict people's reactions to living in different time periods or circumstances using grade level text
	Example Alternate Assessment Activities	Teacher presents student with pictures and reads the labels aloud (e.g., "Scientist," "Doctor," "Policeman"). Student looks at the pictures.	Teacher presents student with pictures of three people (e.g., a farmer, an astronaut, a firefighter) and three items (e.g., vegetables, a spaceship, a hose). Student matches the people with their respective objects.	Teacher presents student with a single word such as "digs," and several pictures of people doing different things (e.g., an archeologist digging, a doctor taking a patient's temperature, and a teacher teaching). Student matches the word with the correct picture of the person doing that action.	Teacher presents student with pictures of three people (e.g., a doctor, a librarian a chef), and a phrase (e.g., "borrow a book"). Student matches the phrase with the picture of the person alluded to in the phrase.	Teacher presents student with the sentence, "Pablo is sick," and asks, "Who can Pablo go to for help?" Student chooses from pictures of three people labeled with sentences (e.g., "He should go to the doctor", "He should go to a zookeeper", and "He should go to a librarian").	Teacher presents student with pictures related to cause and effect. Student matches the cause sentence with the appropriate effect picture. Teacher presents three effect pictures and asks, "Which of these pictures show what might have happened next?" Student selects the appropriate picture given three choices. (Ex: The cat knocked over the milk. Pictures: spilled milk, glass of milk, apple)	Teacher presents student with 2 sentences about an inventor/invention and accompanying pictures. Student selects phrase from word bank that describes individual's (e.g., inventor) impact on society (e.g., "read at night").	Student reads a paragraph describing an individual's likes/ dislikes (e.g., "Maria loves technology. She likes to use the computer and watch DVDs, etc..."). Teacher then presents student with a related question about the individual's reactions to living in different time periods. Student answers by pointing to the emotion picture (☺ ☹) indicating the individual's reaction.
Writing	AMPI / MPI	Match pictures depicting current events or issues.	Trace labels from pictures that depict current events or issues.	Copy labels or label pictures that depict current events or issues.	Insert missing words in critical statements from illustrated models or outlines	Produce critical comments on various topics from illustrated models or outlines	Summarize critical commentaries on issues from illustrated models or outlines	Respond to critical commentaries on a range of issues from illustrated models or outlines	Provide critical commentary on a wide range of issues
	Example Alternate Assessment Activities	Student marks a picture of a way to conserve water (e.g., a picture of a hand turning off a faucet).	Student traces a newspaper headline about water conservation.	Student copies a newspaper headline about water conservation.	Student is presented with a visually-supported headline with a missing word. Student chooses the correct word from a word bank, and writes the selected word in the blank space to complete the headline. (Teacher may read the headline or words aloud, if needed).	Teacher reads an editorial aloud and presents the student with an accompanying picture. Student writes a phrase describing what the editorial is about.	Teacher reads an editorial to the student and presents the student with an accompanying picture. Student writes a sentence describing what the editorial is about. Teacher presents student with a political cartoon. Student writes a sentence about the cartoon using a word bank.	Teacher presents student with an illustrated graphic organizer of a current political issue, accompanied by a picture and brief summary of the issue. Student writes 2-3 sentences about the issue.	Teacher presents student with 3 pictures of ways to conserve water (e.g., turning off water while brushing teeth, taking shorter showers, and collecting rainwater to water the lawn). Student chooses one method he/she could use to conserve water, and writes a 2-3 sentence paragraph about it.

English Language Proficiency Standard 3: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level Cluster: 9-12

		Alternate ACCESS Level A 1 Initiating	Alternate ACCESS Level A 2 Exploring	Alternate ACCESS Level A 3 Engaging	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to oral statements about numbers or symbols.	Match oral cues to numbers or symbols using visuals.	Label mathematical graphs or diagrams following oral cues.	Identify language of basic components of coordinate planes, graphs or equations from figures and oral statements (e.g., x-axis, y-axis, coefficients, variables)	Create or change graphs, equations or points on coordinate planes from figures and general oral descriptions (e.g., "Shift the graph up by two.")	Match specific language of complex graphs, equations or coordinate planes with figures and detailed oral descriptions (e.g., zeros, y-intercept, slope, rise, run, change in x)	Compare and contrast graphs, equations or coordinate planes from figures and oral scenarios	Analyze graphing techniques, graphical models or equations from oral reading of grade level material (e.g., best fit lines, connections between multiple representations)
	Example Alternate Assessment Activities	Teacher points to the number three and says, "This is the number three." Student demonstrates appropriate eye-gaze to indicate that he or she is listening attentively.	Teacher presents student with three numbers (e.g., 7, 4, 1) and says, "Find the number, "seven." Student selects correct number.	Teacher presents student with a bar graph depicting the prices of various items at a grocery store. Student is given a bank of numbers to choose from, and asked to label the bars with the appropriate prices of the groceries (as indicated by the y-axis).	Teacher reads an equation aloud to the student (e.g., "x + 2 = 10") and says, "Point to the sign for addition." Student correctly locates the addition symbol in the equation.	Teacher presents student with a picture of a graphed line and says, "Show me what the graph would look like if we moved the line over two units to the right." Student selects the appropriate graph from a choice of three options.	Teacher says, "A y-intercept is the point where a line crosses the y-axis. Show me which picture illustrates a y-intercept." Student selects correct picture from pictures.	Teacher presents student with two graphs and describes their properties aloud to the student (e.g., "This graph has a slope of 4. This graph has a slope of 2."). Then asks a question about the graphs (e.g., "Which graph has the larger slope?"). Student identifies the correct graph.	Teacher reads a short paragraph about how to construct a best fit line. Student is then presented with three graphs and asked to select the graph that contains the best example of a best fit line.
Speaking	AMPI / MPI	Vocalize in response to teacher request to repeat number names.	Repeat sounds/ syllables associated with visually-depicted mathematical concepts.	Repeat words related to mathematics with visual support.	Name variables from illustrations and notation	Relate variables from illustrations and notation	Give examples of representations of variables from illustrations or notation	Interpret representations of variables with visual support	Analyze one variable in relation to another (e.g., rates of change, intercepts)
	Example Alternate Assessment Activities	Teacher points to the number five and says, "Five." Student makes a noise.	Teacher points to the number five and says, "Five." Student says, "Fi".	Teacher points to a picture of a digital clock and says, "The time is 1:00 PM. Say the time." Student says, "1:00 PM."	Teacher gives student a picture of 5 circles that gradually get larger. Each circle has a letter written underneath. Teacher asks, "Which circle is the largest?" Student is presented with a picture of a piece of string next to a ruler. Teacher asks, "How many inches is the string?" Student says, "Seven."	Teacher shows student 2 different shapes (e.g., a circle, a square) and asks student to note the differences or similarities between the shapes (e.g., Student responds using at least a phrase, such as, "no sides" or "Circles don't have sides like squares.").	Student is presented with a bar graph depicting children's favorite ice cream flavors. Teacher asks, "Which two flavors did the same number of students say are their favorites?" Student responds using a phrase such as, "Chocolate and vanilla."	Teacher presents student with a graph depicting population growth over the course of a few years. Student is provided with a word bank with the words, "increased," "decreased," and "stayed the same." Student is asked to interpret the graph in a simple sentence.	Teacher shows student an equation and accompanying graph. Student states a fact about the variables, equation, etc. (e.g., As x gets bigger, y gets smaller).

English Language Proficiency Standard 3: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level Cluster: 9-12

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to labeled pictures of multi-dimensional shapes.	Match pictures of multi-dimensional shapes.	Categorize pictures of multi-dimensional shapes by shape names.	Identify basic components of multi-dimensional shapes from visually supported words or phrases (e.g., segment, angle, side, diagonal)	Pair descriptions of multi-dimensional shapes or their components with visually supported sentences (e.g., bisected angle, isosceles/right/ equilateral triangle, sphere, cylinder)	Compare/contrast multi-dimensional shapes or arguments within visually supported text (e.g., based on angles, parallel/ perpendicular sides or diagonals, "At least one pair of...")	Match specific and some technical language associated with components of geometric arguments, constructions or shapes to visually supported text (e.g., ray, alternate interior angles, corresponding sides)	Analyze and defend geometric arguments, theorems or shapes (e.g., examples v. proofs)
	Example Alternate Assessment Activities	Teacher presents student with labeled pictures of multi-dimensional shapes (e.g., sphere), and reads the names aloud. Student demonstrates appropriate eye-gaze, vocalizations, etc. that indicate he or she is listening attentively.	Student is presented with two sets of labeled pictures of multi-dimensional shapes. Student matches identical shapes in correct pairs. Student is presented with two sets of pictures. The first set contains labeled pictures of multi-dimensional shapes (e.g., cylinder, cube, sphere). The second set contains pictures of objects of the same shape (e.g., can of soup, dice, ball). Student matches the pictures of the labeled shapes with the corresponding objects.	Student is presented with a shape name (cube) and pictures of shapes. Student indicates which shapes fit in that category.	Teacher provides student with labeled pictures of cubes (e.g., a picture of dice) and the sentence, "How many sides does a cube have?" Student selects the correct answer (i.e., six) from three choices, (e.g., one, three, six).	Teacher gives student two sets of cards including descriptions of various multi-dimensional shapes (e.g., "This shape is made of four triangles and one square"), and visually-supported sentences about multi-dimensional shapes (e.g., "This is a pyramid." Student matches the descriptions and shapes together.	Student is presented with a Venn Diagram comparing two 3D shapes (e.g., cylinder and cone). Based on the information contained in the diagram, student selects the two described shapes from four provided options (e.g., cylinder, cone, cube, prism).	Teacher gives a shape's names (e.g., "sphere"), and illustrated descriptions of the shapes (e.g., "This shape looks like a round ball"). Student matches shape names and descriptions to the appropriate pictures.	Teacher presents student with a picture and a paragraph description of a right triangle. Student must use the information provided in the description to identify another right triangle from a set of pictures of different types of triangles (e.g., equilateral, right, obtuse).
Writing	AMPI / MPI	Circle or mark next to, on, or around shapes.	Trace graphic representations of basic math equations.	Copy math equations from visually-supported examples.	Produce elements of equations or formulas from word/ phrase banks and models (e.g., labeling diagrams)	Describe equations or formulas using figures and notation from word/ phrase banks and models (e.g., factors, terms)	Sequence steps for solving problems involving equations or formulas using figures, notation and sequential language (e.g., "First, put an x in the top half or numerator")	Explain uses of equations or formulas using figures, notation and complex sentences (e.g., "Give examples of when you would use ...")	Summarize procedures for solving problems involving formulas and equations (e.g., geometry problems involving algebra)

	<p style="text-align: center;">Example Alternate Assessment Activities</p>	<p>Teacher presents student with a picture of a triangle and says, "Circle or mark the triangle." Student circles or marks the triangle.</p>	<p>Teacher presents student with a basic math equation represented graphically with shapes (e.g., 1 triangle + 1 triangle = 2 triangles). Student traces the figures.</p>	<p>Teacher presents student with a visually-supported math equation (e.g., "3+2=5," accompanied by pictures of three apples, two apples, and five apples). Student copies the numerical form of the equation (i.e., "3+2=5").</p>	<p>Teacher presents student with an equation written in sentence form (e.g., "Twenty plus X equals thirty"), and reads the sentence aloud, if necessary. Student writes equation using numbers and mathematical notation provided in a bank of symbols/ numbers (e.g., "20 + X= 30").</p>	<p>Teacher presents student with a graphic representation of a mathematical equation (e.g., 3 fish + 2 fish= 5 fish). Given a word bank, the student must select and write the appropriate words (i.e., addition, multiplication, factor, simplify, fraction) to label the equation.</p>	<p>Teacher presents student with a labeled picture of a circle with a diameter of six, and presents the formula for finding the area (i.e., Area of circle= $\pi \times (\text{radius})^2$) and a list of unordered steps. Student copies the list in the correct order.</p>	<p>Teacher presents a labeled figure depicting the floor measurements of a room in a new house. Student writes a sentence about how the area formula may be used (i.e., to determine the amount of carpet needed for the floor). Use a sentence starter such as "I would use this formula ..._____."</p>	<p>Teacher presents student with a picture of a triangle with base and height measures identified and the equation for solving for the area. Using the numbers provided, the student writes out the procedures for finding the area of the triangle (e.g., "First, find the base. Then find the height. Then multiply the two numbers together. Then divide the total by two").</p>
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WIDA's Framework for **Summative** Assessment and Instruction

English Language Proficiency Standard 4: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level Cluster: 9-12

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to oral statements about scientific instruments.	Match scientific instruments based on oral statements.	Identify scientific equipment based on oral descriptions/ statements.	Distinguish between scientific instruments and distracter pictures based on oral directions	Distinguish between scientific instruments based on oral descriptions	Apply oral statements to scientific instruments	Compare/contrast scientific instruments based on oral descriptions and illustrations	Analyze and determine the need for scientific equipment based on oral information
	Example Alternate Assessment Activities	Teacher describes pieces of scientific equipment such as a microscope, a thermometer, etc. Student attends to oral statements through eye gaze, gestures, facial expressions, or vocalizations.	Teacher hands student pictures of scientific instruments (e.g., microscope, thermometer, goggles). Student matches pairs together.	Teacher presents student with pictures of three pieces of scientific equipment (e.g., a thermometer, a microscope, and a liquid dropper). Teacher says, "Point to the thermometer." Student points to the thermometer.	Teacher displays pictures of various items (e.g., a microscope, a milk carton, a bicycle). Student identifies the scientific instrument.	Teacher presents student with pictures of three pieces of scientific equipment (e.g., a pair of goggles, a magnifying glass, and a pair of tweezers). Teacher says, "Point to the piece of scientific equipment you would use to protect your eyes." Student points to the picture of the goggles.	Teacher presents student with pictures of measurement tools used in scientific experiments (e.g., a scale and a beaker). Teacher says, "We use scales to measure solid things and beakers to measure liquids. Point to the tool we would use to measure water." Student points to the beaker.	Teacher presents student with pictures of a microscope and a telescope. Teacher describes what the instruments are used for and asks, "How are microscopes and telescopes alike?" Student responds that both of the instruments are used to look at things.	Teacher describes the steps of a scientific experiment (e.g., "First, Sarah must pour the water into the beaker. Then she must stir in the crystals. Then she must heat the mixture to 150 degrees, etc."). Teacher presents pictures of scientific equipment and says, "Point to the instrument Sarah needs to heat up the mixture." Given a picture of three instruments (e.g., a Bunsen burner, a liquid dropper, and a microscope), student points to the Bunsen burner.
Speaking	AMPI / MPI	Vocalize in response to teacher request to identify systems, chains, or cycles.	Repeat names of common systems, chains, or cycles.	Name systems, chains, or cycles, from diagrams.	Identify components of food chains or life cycles from diagrams or graphic organizers	Give examples of components or functions of food chains or life cycles from diagrams or graphic organizers	Describe sequence within food chains or life cycles from diagrams or graphic organizers	Explain the importance or impact of the iterative nature of food chains or life cycles	Discuss how food chains or life cycles within ecosystems are interdependent
	Example Alternate Assessment Activities	Teacher points to picture of water cycle and asks, "Is this a food chain or a water cycle?" Student makes vocalization.	Teacher shows student a picture of a food chain and says, "Say food chain." Student repeats "food chain."	Teacher shows student a picture of a food chain and says, "Say the name of this chain." Student says "food chain."	Teacher shows student a picture of a labeled food chain (e.g., producer, consumer, etc.). Teacher points to grass and says, "This plant is a producer. What is the name of this plant?" Student responds, "Grass."	Teacher shows student a picture of a food chain, points to mouse and says, "Which animal eats the mouse?" Student responds verbally in a phrase (e.g., "Eagle eats mouse").	Teacher shows student a picture of a food chain and says, "Starting with the sun in the picture, describe what happens in this food chain". Student describes the sequence verbally in multiple phrases.	Teacher presents a food chain including penguins and seals. Teacher describes the food chain, noting that seals eat penguins. Teacher shows illustrations (one with many penguins, one with no penguins) and asks, "If the seals are gone what happens to the penguins?" Student explains how the number of penguins would increase in a sentence.	Teacher provides a diagram of two interacting food chains and asks a question concerning what would happen to an organism in Food Chain B if an organism in Food Chain A were to disappear. Student selects the picture illustrating the result and his/her response indicates an understanding of the interdependence of the two food chains.

English Language Proficiency Standard 4: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level Cluster: 9-12

		Alternate ACCESS Level A 1 Initiating	Alternate ACCESS Level A 2 Exploring	Alternate ACCESS Level A 3 Engaging	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to labeled pictures related to science.	Match labeled pictures of science vocabulary words.	Match science vocabulary words with pictures.	Identify data from scientific research from tables, charts or graphs	Match sources of data depicted in tables, charts or graphs from scientific studies with research questions	Describe use of data from scientific research presented in tables, charts or graphs with text	Interpret data from scientific research presented in text and tables	Infer significance of data presented in grade level text on scientific research
	Example Alternate Assessment Activities	Teacher presents student with labeled pictures of weather conditions. Student attends to the pictures by demonstrating eye gaze, making sounds, etc.	Teacher presents student with labeled pictures of science vocabulary words. Student matches pictures (e.g., sun-sun, cloud-cloud, etc.)	Teacher presents student with 3 pictures depicting weather conditions. Student matches the pictures to the correct words (e.g., sun, cloud, snow). Teacher presents student with label (e.g., rainy) and three pictures (e.g., sun, rain, snow). Student matches label to correct picture.	Teacher presents student with a table of average temperatures for each month and says, "Show me the average temperature for July and August." Student identifies July and August temperatures.	Teacher presents student with two graphs: one depicting average monthly rainfall, and one depicting average monthly temperature. Student is given two cards with research questions (i.e., "Which month is the coldest?", "Which month has the most rain?"), and matches the research questions with the appropriate graphs.	Teacher presents student with two graphs: one depicting average monthly rainfall, and one depicting average monthly temperature. Student then reads a short paragraph (2-3 sentences) about the data and must decide which graph the text describes.	Teacher presents student with a table depicting the weather forecast for the upcoming week. Student determines appropriate clothing to wear the following day, based on the forecast. (E.g., shorts and a t-shirt vs. a heavy jacket and hat).	Student reads a paragraph that defines glaciers, describes their place in the ecosystem, and reveals that they are melting quickly. Teacher asks student, "Why should we care about data that shows that glaciers are melting more quickly than in the past?"
Writing	AMPI / MPI	Circle or mark next to, on, or around labeled pictures of plants or animals.	Trace the names of plants or animals using labeled pictures.	Copy the names of plants or animals using labeled pictures.	Label examples from different taxonomies using illustrations and word/phrase banks (e.g., one-cell plants and animals)	Describe in sentence-form features of taxonomies depicted in illustrations or graphic organizers	Summarize in a series of related sentences features of taxonomies depicted in illustrations or graphic organizers	Compare and contrast in paragraph form features of taxonomies depicted in illustrations or graphic organizers	Integrate information about taxonomic systems into essays or reports
	Example Alternate Assessment Activities	Teacher presents student with a picture of a cat and says, "Circle or mark the cat." Student circles or marks the cat.	Teacher places a labeled picture of a rose in front of the student. Student traces the word, "rose."	Teacher places a labeled picture of a walrus in front of the student. Student copies the word, "walrus."	Teacher provides pictures of common plants and animals (e.g., a daisy, a sunflower, a cow, a pig). Student selects the corresponding words from a word bank and writes them below the pictures.	Teacher presents student with a web of information about characteristics of fish (e.g., cold-blooded, have fins, live in water, etc.). Student writes at least one sentence describing the features of fish, given a sentence starter to copy (i.e., "The fish..._____").	Teacher presents student with a web of information about mammals and says, "Write at least two sentences about what all mammals have in common."	Teacher provides a Venn Diagram that compares and contrasts birds and mammals. Student writes a paragraph of at least three sentences comparing and contrasting the two types of animals.	Teacher gives student a graphic organizer displaying information about reptiles and amphibians. Student writes a paragraph (3-4 sentences) based on the information.

English Language Proficiency Standard 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level Cluster: 9-12

		<i>Alternate ACCESS Level A 1 Initiating</i>	<i>Alternate ACCESS Level A 2 Exploring</i>	<i>Alternate ACCESS Level A 3 Engaging</i>	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Listening	AMPI / MPI	Attend to oral statements about the location of countries or regions on maps.	Match pictures of countries based on oral statements.	Identify regions on maps based on oral statements.	Identify products related to economic trends of regions or countries from oral statements and maps or charts (e.g., "Oil is part of the world's economy. Find countries with oil.")	Match regions or countries to economic trends from oral descriptions and maps or charts	Find examples of regions or countries with similar economic trends from descriptive oral scenarios and maps or charts	Compare/contrast products or economic trends of regions/ countries based on oral discourse and maps or charts	Evaluate impact of economic trends on regions or countries from oral reading of grade level material
	Example Alternate Assessment Activities	Teacher shows student a map of South America and names each country while pointing to it. Student demonstrates appropriate eye-gaze, gestures, facial expressions, or vocalizations that indicate he or she is attending to what the teacher is saying.	Teacher presents student with a labeled country map of China and says, "This is China. Find the other map of China and a map of France, student identifies China.	Teacher presents student with a topographical map of the U.S. and says, "This map shows us what the land is like in the United States. The green areas are forests. Point to the forests." Student points to a region with forests.	Teacher presents student with a labeled map of Brazil and states that the country produces nearly a third of the world's coffee. Teacher presents student with pictures of three food/drink items (e.g., coffee, cheese, strawberry). Student identifies which product comes from Brazil.	Teacher presents student with a labeled world map and identifies countries from which the U.S. imports cars. Teacher then presents student with four labeled country maps and says, "Show me two countries that sell a lot of cars to the United States." Student points to Germany and Japan.	Teacher presents student with a labeled map of the world, points to Saudi Arabia, and describes how the U.S. imports oil from Saudi Arabia and many other countries in the Middle East. Teacher then points to three countries; one in the Middle East, and two from other regions of the world and says, "Which of these countries does the U.S. import the most oil from?" Student indicates Iran.	Teacher presents student with a chart comparing products/ crops of Native Americans and European settlers. Teacher reads the lists and says, "Show me what is similar about the Native American and European products during the 16 th century." Student points to or describes similar products (e.g., a bow and arrow and gun were both used for hunting).	Teacher reads a paragraph discussing the economic downslide in the U.S. and how it has led to a decreased demand of products/ services related to the luxury and entertainment industries. Then, provided with a list of markets (e.g., hotels, food and clothing), the student is asked to identify which market is likely suffering the most due to the economy.
Speaking	AMPI / MPI	Vocalize in response to questions related to common federal, civil, or individual rights in U.S. or other countries using visual support.	Imitate initial sounds of words related to common federal, civil, or individual rights in U.S. or other countries using visual support.	Imitate single words related to common federal, civil, or individual rights in U.S. or other countries using visual support.	Give examples of federal, civil or individual rights in U.S. or other countries using visual support	Describe federal, civil or individual rights in U.S. or other countries using visual support	Compare federal, civil or individual rights in U.S. to other countries using visual support	Discuss federal, civil or individual rights in U.S. or other countries and their personal impact using visual support	Critique federal, civil or individual rights in U.S. or other countries giving pros and cons
	Example Alternate Assessment Activities	Teacher points to icons representing rights and asks, "Are rights important? Yes or no?" Student vocalizes.	Teacher shows student a picture of a classroom and says, "Education." Student says, "Ed."	Teacher shows student a picture of a classroom and says, "Education." Student repeats, "Education."	Teacher shows student a picture of a person speaking and says, "In the United States we have many rights. One right is the right to free ____." Student says, "speech."	Teacher shows student a graphic organizer illustrating the rights of American citizens. Teacher says, "In the United States we have many rights. Look at the pictures and tell me about some of the rights." Student uses phrases to respond and describe 2-3 rights of American citizens.	Teacher shows a graphic organizer comparing two countries' rights and asks the student to compare one right across the two countries. Student responds with multiple phrases.	Teacher provides student with a graphic organizer illustrating the rights of American citizens and says, "Look at the chart and tell me about one right and why it matters to you." Student responds with a sentence discussing a right and its personal impact.	Teacher provides student with a graphic organizer illustrating the rights of American citizens and says, "Look at the chart and pick a right to talk about. Tell me one good thing and one bad thing about the right." Student discusses a selected right, providing at least one pro and one con.

English Language Proficiency Standard 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level Cluster: 9-12

		Alternate ACCESS Level A 1 Initiating	Alternate ACCESS Level A 2 Exploring	Alternate ACCESS Level A 3 Engaging	ACCESS Level 1 / Alternate ACCESS Level 1 Entering	ACCESS Level 2 Beginning	ACCESS Level 3 Developing	ACCESS Level 4 Expanding	ACCESS Level 5 Bridging
Reading	AMPI / MPI	Attend to/ acknowledge labeled pictures of key historical figures.	Match labeled pictures of key historical figures.	Match pictures of key historical figures to text depicting their names.	Match people or places with periods in world history through illustrations, words, phrases and timelines	Identify features of periods in world history from phrases or sentences and timelines	Classify features of periods in world history from descriptive sentences and timelines (e.g., government before and after French revolution)	Compare/contrast features of periods in world history based on paragraphs and timelines	Interpret features of periods in world history from grade level text
	Example Alternate Assessment Activities	Teacher shows student a picture of an important historical figure (e.g., George Washington). Student looks at picture.	Teacher shows student labeled pictures of historical figures and asks student to match the pictures. Student matches the pictures.	Teacher shows student pictures of historical figures and cards with their names. Student matches pictures with the appropriate text.	Teacher shows student a basic labeled timeline of U.S. history including important periods such as the Civil War and Civil Rights Movement. Student is given labeled pictures of Martin Luther King Jr. and Abraham Lincoln. Student places the figures where they belong on the timeline.	Teacher shows student a basic timeline of U.S. history that includes dates, events, and brief phrases describing the events. Student is asked to identify two or more significant features of U.S. history by pointing to the appropriate text (e.g., "Show me on the timeline where it says who fought in the Civil War").	Given pictures depicting historical events and captions describing the events, students match the captions to the pictures.	Teacher presents student with an illustrated timeline and a brief text (e.g., a paragraph) discussing women's roles during different historical periods. Student responds to a question based on the text (e.g., "During what years were women most likely to work in factories?").	Teacher presents student with a paragraph of text describing features of a period in world history. Teacher presents student with multiple illustrations, and student identifies the illustration that matches the paragraph description.
Writing	AMPI / MPI	Circle or mark next to or around pictures of significant individuals or historical times.	Trace the names of significant individuals or historical times.	Copy the names of significant individuals or historical times.	Label significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Outline contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Describe contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Discuss how significant individuals or historical times have impacted politics, economics or society using illustrations or photographs	Explain and evaluate contributions of significant individuals or historical times in politics, economics or society
	Example Alternate Assessment Activities	Teacher presents student with a labeled picture of Abraham Lincoln and says, "Circle or mark the picture of Abraham Lincoln." Student circles or marks the picture.	Teacher presents student with a labeled picture of Abraham Lincoln and says, "Trace the words." Student traces the words.	Teacher presents student with a labeled picture of Abraham Lincoln and says, "Copy the words." Student copies the words.	Teacher presents student with a picture of a significant individual in history, politics, economics or society (e.g., George Washington), and student writes the first or last name of the individual (invented spelling is acceptable).	Teacher presents student with a picture of a significant individual in history, politics, economics or society (e.g., Martin Luther King Jr.) reads aloud a brief passage, and asks student to write something about the person. Student writes at least one multiple-word phrase (e.g. civil rights leader).	Teacher presents student with a picture of a significant individual in history, politics, economics or society (e.g., Martin Luther King Jr.), and asks student to write something about the person. Student writes a complete sentence describing the individual's contributions (e.g. MLK led the civil rights movement in the 1960s).	Student is shown pictures of Alexander Graham Bell and a telephone. Student writes 2-3 sentences about how Bell's invention impacted society.	Teacher presents student with pictures of famous inventors accompanied by pictures of their inventions (e.g., Thomas Edison-light bulb, Wright brothers-airplane, etc) and a word bank. Student writes a paragraph (2-3sentences) detailing how a selected invention has been both good and bad for society.