

# Using ELPAC Levels to Write Linguistically Appropriate Goals

Steps for choosing goal stems from the GoalWizard in SIRAS to write linguistically appropriate goals:

- 1) Determine area(s) of need for your English Learner. Is the student's ELP impacting reading, writing, listening and/or speaking? Use the Mode of Communication and Performance >Proficiency Level correlations below to assist.
- 2) Choose **ELD: Communication Mode** or **ELD: Language Knowledge** from the dropdown menus.
- 3) Choose Student Grade Level from the dropdown menu.
- 4) Choose a goal based on Language Proficiency Level (Emerging, Expanding, Bridging) in the area(s) of need. This goal addresses the language needs of the English Learner and linguistically appropriate.
- 5) Note the ELA standards correlated to the ELD standards. Use the correlations to guide your choosing IEP goals in other areas of need that involve language from the CCSS. Edit your goal conditions, behavior, accuracy and consistency to meet the needs of the English Learner.

## Modes of Communication Correlated to Domains of Language Acquisition

| <b>Mode of Communication</b> | <b>Common Core Domain</b> |
|------------------------------|---------------------------|
| Listening + Speaking         | Collaborative             |
| Reading + Listening          | Interpretive              |
| Speaking + Writing           | Productive                |

## English Language Proficiency Levels

| <b>ELPAC Performance Level</b> | <b>EL Proficiency Level</b> |
|--------------------------------|-----------------------------|
| Minimally Developed            | Emerging                    |
| Somewhat/Moderately Developed  | Expanding                   |
| Well Developed                 | Bridging                    |