**OKCPS LIEP Modifications**

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| **Level 1 (1.0-1.9)** | **Level 2 (2.0-2.9)** | **Level 3 (3.0-3.9)** | **Level 4 (4.0-4.9)** | **Level 5 (5.0-5.9)** |
| **Sensory Support**· Teacher explicitly models expected task by using a finished product, rubric, template, model, and/or one-step oral directions | **Sensory Support**· Teacher explicitly models expected task by using a finished product, rubric, template, model, and/or two-step oral directions | **Sensory Support**· Teacher explicitly models expected task by using a finished product, rubric, template, model, and/or two-step oral directions | **Sensory Support**· Teacher explicitly models expected task by using a finished product, rubric, template, model, and/or two- or three-step oral directions | **Sensory Support**· Teacher explicitly models expected task by using a finished product, rubric, template, model, and/or multi-step descriptive oral directions |
| **Sensory Support** ·   During instruction, teacher provides realia (real life objects), visual cues, physical movement, non-verbal cues and gestures | **Sensory Support** ·   During instruction, teacher provides realia (real life objects), visual cues, physical movement, descriptive oral cues and gestures | **Sensory Support** ·   During instruction, teacher provides realia (real life objects), visual cues, physical movement, and descriptive oral cues | **Sensory Support** ·   During instruction, teacher provides realia (real life objects), visual cues, physical movement, and descriptive oral cues | **Sensory Support** ·   During instruction, teacher provides realia (real life objects) |
| **Sensory Support-** For student practice, teacher provides and explains manipulatives, written/ oral/ illustrated sentence frames, and/or environmental print | **Sensory Support-** For student practice, teacher provides and explains manipulatives, written/ oral/ illustrated sentence frames, oral sentence starters, and/or environmental print | **Sensory Support**- For student practice, teacher provides and explains manipulatives, written/ oral sentence frames, oral sentence starters, and/or environmental print | **Sensory Support**- For student practice, teacher provides and explains manipulatives, written/ oral sentence frames, oral sentence starters, and/or environmental print | **Sensory Support**- For student practice, teacher provides and explains manipulatives, written sentence frames, and/or environmental print |
| **Sensory Support** ·   Teacher provides and models use of dictionaries (bilingual, picture, English-only, etc.) | **Sensory Support** ·   Teacher provides and models use of dictionaries (bilingual, picture, English-only, etc.) | **Sensory Support** ·   Teacher provides and models use of dictionaries (bilingual, picture, English-only, etc.) |  |  |
| **Level 1 (1.0-1.9)** | **Level 2 (2.0-2.9)** | **Level 3 (3.0-3.9)** | **Level 4 (4.0-4.9)** | **Level 5 (5.0-5.9)** |

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| **Level 1 (1.0-1.9)** | **Level 2 (2.0-2.9)** | **Level 3 (3.0-3.9)** | **Level 4 (4.0-4.9)** | **Level 5 (5.0-5.9)** |
| **Graphic Support**·  Teacher provides and explains the following *illustrated* materials: word cards, picture books, word walls, word banks, graphic organizers, storyboards, adapted texts | **Graphic Support**·  Teacher provides and explains the following *illustrated* materials: word cards, picture books, word walls, word banks, graphic organizers, scripts, adapted texts | **Graphic Support**·  Teacher provides and explains the following *illustrated* materials: word cards, picture books, word walls, word banks, graphic organizers, adapted texts | **Graphic Support**·  Teacher provides and explains the following *illustrated* materials: word walls, graphic organizers, adapted texts | **Graphic Support**·  Teacher provides and explains the following *illustrated* materials: word walls, graphic organizers, adapted texts |
| **Graphic Support**·  Teacher provides the following visual supports: photos, maps, graphs, charts, demos, timelines, models | **Graphic Support**·  Teacher provides the following visual supports: photos, maps, graphs, charts, demos, timelines, models | **Graphic Support**·  Teacher provides the following visual supports: photos, maps, graphs, charts, demos, timelines, models | **Graphic Support**·  Teacher provides the following visual supports: photos, maps, graphs, charts, demos, timelines, models | **Graphic Support**·  Teacher provides the following visual supports: photos, maps, graphs, charts, demos, timelines, models |
| **Interactive Support**·   Teacher incorporates varied grouping, including partners, triads, and small groups. | **Interactive Support**·   Teacher incorporates varied grouping, including partners, triads, and small groups. | **Interactive Support**·   Teacher incorporates varied grouping, including partners, triads, and small groups. | **Interactive Support**·   Teacher incorporates varied grouping, including partners, triads, and small groups. | **Interactive Support**·   Teacher incorporates varied grouping, including partners, triads, and small groups. |
| **Interactive Support**·   Teacher utilizes centers and intervention groups with teacher guidance | **Interactive Support**·   Teacher utilizes centers and intervention groups with teacher guidance | **Interactive Support**·   Teacher utilizes centers and intervention groups with teacher guidance | **Interactive Support**·   Teacher utilizes centers and intervention groups with teacher guidance | **Interactive Support**·   Teacher utilizes centers and intervention groups with teacher guidance |
| **Interactive Support**·   Student may use L1 (native language) dictionaries, receive L1 support from a peer or parapro, and make use of L1 or L2 word banks | **Interactive Support**·   Student may use L1 (native language) dictionaries, receive L1 support from a peer or parapro, and make use of L1 or L2 word banks | **Interactive Support**·   Student may use L1 (native language) dictionaries and receive L1 support from a peer or parapro | **Interactive Support**·   Student may use L1 (native language) dictionaries and receive L1 support from a peer or parapro | **Interactive Support**·   Student may use L1 (native language) dictionaries and receive L1 support from a peer or parapro |
| **Level 1 (1.0-1.9)** | **Level 2 (2.0-2.9)** | **Level 3 (3.0-3.9)** | **Level 4 (4.0-4.9)** | **Level 5 (5.0-5.9)** |