



Classroom Communication Goals Grid for Students 2.0

For Students in Special Education, Including Augmentative Communication Supports

Student Name	
Date of Assessment	
Assessment Team Members	
Methods of Communication	
Interpretation Considerations	<i>Time in Current Setting:</i> <i>Familiarity of Partners (1-5, 1=unfamiliar- 5=very familiar):</i> <i>Physical/Medical/Emotional Concerns:</i> <i>Other:</i>

Present Level of Performance Chart

Academic Environment Communicative Function	Ability Skill Level- Percentage of Goal Mastery				
	P- Presymbolic Communication	1-Symbolic Communication	2-Early Language	3-Language Development	4-Advanced Language
Wants & Needs 					
Social Exchanges 					
Information Exchanges 					
Language Development 					
Academic Communication 					
Spelling & Writing for Communication 					

Summary of Present Levels: Using the results from the following charts, summarize how the student communicates for each function. Describe the form of communication consistently used.

Student Communication Goals Grid-R

Goals Descriptions & Example Activities

Communicative Behaviors:

Expressing Wants & Needs







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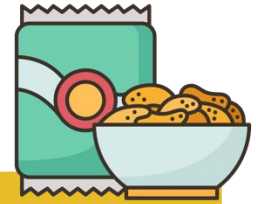
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Presymbolic (Level P)



Goal	Description	Activity Example
Orientation or eye gaze toward desired item	Student turns body toward a desired object or looks toward a desired item. Student is showing attention to a highly preferred item which is nearby, but slightly out of reach. This goal is centered on developing and refining the individual's ability to use orientation or eye gaze as a means of non-verbal communication, specifically to indicate interest in or desire for an item. The objective is to teach the individual to purposefully direct their gaze or body orientation towards objects or people they wish to interact with or obtain.	Place an item, you know is highly preferred, near the student. Engage with the item to draw their attention naturally. Avoid saying "look" but instead interact in an attention getting way (shaking, looking, holding up etc.). When the student looks at it or turns towards it for at least 3 seconds, give the item to the student and engage with them. BE FUN!
Reach, vocalize, move toward partner to request action/social routine (pick up, hugs)	Student reaches or moves toward partner or vocalizes while oriented toward partner to request more of an action/social routine (pick up, hug, tickles, high fives). The key indicators of mastery include purposeful and repeated behavior in response to a need or want, clear enough for a partner to recognize and respond to the request appropriately.	Begin a familiar and desirable joint action routine with the student, such as giving a "high five," a hug, elbow bump, spinning, swinging etc. Stop the routine and wait for the student to change their behavior by reaching, vocalizing, moving toward. Continue the action immediately and enthusiastically.
Reach, vocalize toward desired item when in view.	Student actively reaches or vocalizes in the direction of a desired item which they can see, hear, or have experience finding the item in that specific location (for students with sensory impairment)	Place an item, you know is highly preferred, near the student. Engage with the item to draw their attention naturally. Avoid saying "look" but instead interact in an attention getting way (shaking, looking, holding up etc.). When the student actively reaches toward or vocalizes in the direction of the item, give the item to the student and engage with them.

Pre-symbolic (Level P)



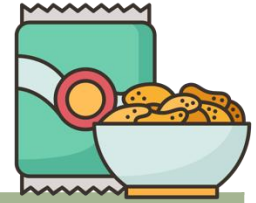
Goal	Description	Activity Example
Make a choice when presented 2 desired objects.	Student will reach toward, touch, look from the item to the partner and back to item, when given a selection of 2-3 highly preferred items.	Partner places 2 or 3 highly motivating items within sight of student, but slightly out of reach, or in inaccessible container. Wait for student behavior change. Student reaches, looks or touches one item, prompting partner to give the item and engage with it and the student.
Attend to or select a photo symbol to request a desired object when given one option.	Given a photograph of a highly preferred item, the student will touch, press or give the photograph to a partner to request a highly preferred item.	Partner places a photo of a highly motivating leisure or toy item within proximity to student. Point out photo and wait until student reaches, looks or touches the photo, prompting partner to give the item and engage with it and the student.
Transition to symbolic communication by selecting a concrete photo symbol to request a desired object when given two options with cueing and reminders as needed.	Given 2-3 photographs of highly preferred items, the student will choose a preferred item by touching, pressing or giving the photograph to a partner to request a highly preferred item. Mastery is demonstrated when the student consistently selects a concrete photo symbol to request a preferred item by reaching, touching, or giving the photo to a partner, with cueing and reminders as needed, and engages with the item after it is given.	Partner places photos of 2 or 3 highly motivating items within proximity of student. Point out photos and wait until student reaches, looks or touches one photo, prompting partner to give the item and engage with it and the student.
Attend to or select a picture symbol (e.g., PCS, Symbolstix) to request a concrete, observable action (e.g., "jump," "eat," "go," "stop") with cueing and reminders as needed.	Key indicators for this goal include the student consistently attending to or selecting a picture symbol (e.g., PCS, Symbolstix) to request a concrete, observable action (e.g., "jump," "eat," "go," "stop") by touching, pressing, or giving the photograph or symbol to a partner, while engaging in a motivating activity, with cueing and reminders as needed.	While engaging with an interactive and motivating activity, such as listening to a favorite song, blowing bubbles, swinging out watching a favorite video, student touches a picture symbol or photograph to control the action such as, "go," stop," "blow,"

Symbolic Communication (Level 1)



Goal	Description	Activity Example
Indicate a choice given photo symbols given a choice of 4-12	Given 4-12 photographs of highly preferred items, the student will choose a preferred item by touching, pressing or giving the photograph to a partner to request a highly preferred item.	Provide photos of favorite animals, vehicles, musical instruments, shows or performers. These can be printed images or presented on the AAC SGD (device or tablet). When student selects a photo, partner shows a video of the item requested.
Indicate a choice using speech or abstract symbols of objects given 4-12 choices.	Given 4-12 picture symbols of highly preferred items, the student will choose a preferred item by saying or touching, pressing or giving the picture symbol to a partner to request a highly preferred item.	Provide picture symbols of toys/leisure items (ball, puzzle, game etc). These can be printed images or presented on the AAC SGD (device or tablet). When student selects a picture symbol, partner shows a video of the item requested.
Request action by using speech or a picture symbol given 2 choices.	Given a familiar and motivating activity, the student will touch, press, give or otherwise indicate a provided picture symbol of a desired action.	Provide a picture symbol, representing a desired activity on the playground, such as sliding, climbing, throwing, running, or, jumping. A simple core word such as "go" could be used across multiple activities. When the student touches, gives, looks at or otherwise indicates the single symbol the partner engages in the requested activity. Symbols can be placed on single message, switches, presented on students, communication device, or on a simple card on the teachers lanyard.
Request action by indicating a picture symbol given 4-12 choices.	Student is shown 4-12 picture symbols of action requests during familiar motivating activity to ask for a specific action.	Provide an array of picture symbols for the student to choose from related to specific activities. During interactive play, such as actions related to a game (go, turn, draw), a toy (go, stop, put in, take out). Action symbols could be presented on the students AAC device using a core word or action page; or on a topic-based board which is printed or on the device.

Symbolic Communication (Level 1)



Goal	Description	Activity Example
Transition to Early Language by beginning to combine 2 or more symbols to request (e.g., “want cookie,” “go car,”) with cueing and reminders as needed.	Given a communication board or an AAC application, student touches two symbols in a sequence to request, for example, “want that”, “want more,” “want dog,” “blue markers.” These are limited to a few highly preferred requests and including limited core words (action or description)	During an arts and crafts activity, the student can touch or indicate a two-symbol phrase to request art supplies, such as markers, glue, or scissors. The student could request an action be completed by a partner, “you do “”I want “”not that. “
Transition to Early Language by requesting objects, actions, activities, or people using short phrases (in speech or AAC), at least 5 different phrases used consistently, with cueing and reminders as needed.	Given a communication board or an AAC application, student consistently touches two or more symbols in a sequence to request, for example, “want that”, “want more,” “want dog,” “want markers.” Student still is using limited core words and appears to be following a rote routine rather than creatively combining words.	Student routinely pairs two words to request. Commonly this is “want x.” Other word pairing may involve adding a qualifying word (such as a color or spatial concept word) to a core word request. Example: “red car,” “blue paper,” “go up” “go down.”

Early Language (Level 2)



Goal	Description	Activity Example
Request using 2–3-word sentences using speech or AAC 80% of observed opportunities.	Student creatively combines 2-3 picture symbols, spoken words or signs to make a request. Ex: "I want cookies." "Get marker." "Red scissors." "You open milk." "Stop music." "play with Sarah" etc. Requests can be constructed moving across pages of SGD independently.	Doing any regular classroom routines, student can use a short sentence to request. The intent of the objective is that the student is able consistently move across pages to put together. Short requests across multiple activities during the school day.
Use of polite social language to obtain ("please") using speech or AAC.	Student uses polite social messages when requesting, "please," "thank you" etc.	During lunch student makes request using polite forms, such as saying "Apple, please" or using a picture symbol for "thank you" after receiving a desired item.
Use of rote question starter phrases to obtain, e.g., "can I...," "will we," "could you..." using speech or AAC.	Student uses question reversals of word order to request, "can I go?" "will you come? etc."	Student requests, a desired object or action in the form of question such as "can I have the glue" or "will you open it?" during art time.

Language Development (Level 3)



Goal	Description	Activity Example
Understand and use appropriate levels of formality depending on the context (e.g., addressing teachers vs. peers).	To meet this goal, students recognize the different ways they should communicate with various people, depending on the setting, and use appropriate words and phrases during interactions.	Students will practice addressing teachers with more formal language, such as "Good morning, Ms. Taylor," while using more casual language when interacting with peers. You will use role-playing, visual aids, and social scripts to help students identify the appropriate level of formality based on the context.
Express needs related to problem-solving situations and self-advocate for accommodations or modifications (e.g., 'I need help with this problem,' 'I don't understand,' 'Can I have more time?' 'I need a break').	This goal focuses on guiding students to recognize when they need help and how to express that need effectively. Students will learn to use phrases like, "I need help with this," "I don't understand," or "Can I have more time?" Teachers will provide adapted prompts, visuals, and structured practice to help students become more comfortable asking for support or accommodations, such as needing a break or additional time to complete tasks.	Students will practice recognizing when they need help and using appropriate phrases like "I need help" or "Can I have more time?" through role-playing scenarios. They will be given slightly challenging tasks, and when they struggle, they will use visual cue cards to ask for assistance. You or a peer will respond with support, reinforcing the use of help-seeking strategies. Visual supports, such as break cards, will also be used to help students practice self-advocacy in a structured and supportive environment.
Express preferences and requests in a detailed manner (e.g., "Can I go to the library after lunch and then to the computer lab?" "I want to work in a quiet space," "I like to use colored pencils for my drawings").	This goal aims to help students communicate their preferences and requests more clearly and with more detail. Teachers will use visual schedules, sentence starters, and modeling to teach students how to make specific requests such as, "I prefer to work in a quiet space," or "Can I go to the library after lunch?" By practicing these scenarios, students will become more confident in expressing their individual needs and preferences in various settings.	Consider designating several specific times of day that students are expected to request preferences and make requests, such as after lunch, deciding where, and with whom they will spend their 30-minute leisure activity. Encourage them to give details about their choices, including types of items needed, classmates to join them, locations etc. At this level, students are using complete sentences to express their ideas.

Language Development (Level 3)



Goal	Description	Activity Example
Use of multiple language tools, such as polite forms, rephrasing, asking questions, to negotiate to obtain using speech or AAC.	Student uses a combination of the above tools to request. “May I have a blue marker, please?” for example. Phrases can be constructed moving among different pages of the SGD as needed.	During academic rotations, the student may say “can we play a game, please?” Using their AC device, across multiple pages, for example using an activity page to say “may I play a game” and navigating to a social page to add “please.” For speaking students, this may be done verbally.

Communicative Behaviors:

Social Exchanges



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Presymbolic (Level P)



Goal	Description	Activity Example
Indicate awareness and attention to partners through orientation, facial expression, gestures, touch when new individual enters the student's physical environment.	The student begins to demonstrate their awareness of and attention to communication partners. The student uses various non-verbal cues, including body orientation (turning towards the person they are engaging with), facial expressions (smiling, frowning, showing surprise, etc.), gestures (pointing, nodding, shaking their head), and touch (patting someone's hand or shoulder to get their attention). Pointed eye gaze toward a partner also meets this goal.	Student turns their head towards a familiar person when they speak the student's name or gently touch the student's arm. Success in this goal could be measured by the student making eye contact, smiling, or showing any consistent response indicating they recognize the person engaging with them.
Initiate interaction/attention through orientation, facial expression, gestures, touch	The student proactively initiate interactions or captures Partners attention using nonverbal communication methods. Like the above goal the student uses body orientation facial expression gestures and touch. The key difference is emphasis on initiation, encouraging students to take the first step and starting an interaction. Initiation can be cued by the partner waiting expectantly in close proximity to the student.	Student reaches out to touch your hand to signal a desire for interaction, such as wanting to play a game or participate in an activity. The emphasis would be on the student making a deliberate action to seek attention or interaction, which could be as simple as maintaining eye contact for a few seconds to show interest.
Regularly use conventionally recognized gestures- such as a wave or high five, to respond to partner saying "Hi" or "goodbye."	The objective here is for students to learn and use common, socially accepted gestures for specific interactions, such as waving to greet someone or give a high-five as a form of greeting or farewell. These conventional gestures are universally recognized and help students participate in social norms, enhancing their ability to connect with peers and educators in a meaningful way.	Student raises their hand, holds up a hand for a "high five" or "fist bump" or nods in the direction of a person who waves/says hello or goodbye to them as they the students change classes in the hallway. At the elementary level, this can occur in the structure of the beginning of the morning meeting routine with teachers and peers in the group.
Activate or touches a single message switch/symbol or says "Hi/Bye" to greet or say goodbye with cueing and reminders as needed.	This goal introduces the use of AAC technology, such as a single message switch or symbol, to assist students in greeting or saying goodbye. The goal includes the provision for cueing, indicating that support from educators or communication partners may be necessary to prompt or remind the student to use their device or symbol. This goal bridges non-verbal communication with assistive technology.	Student uses a single message communication switch that, when pressed, plays a recorded message saying, "Good morning!" to greet the you and classmates upon arriving. With a gentle reminder from an adult, the student also uses the device to say, "See you tomorrow!" at the end of the school day.

Symbolic Communication (Level 1)



Goal	Description	Activity Example
Initiate use of a single word/message for greetings with familiar partners (says the word, uses a switch or picture symbol to say "Hi," "bye," or another greeting/farewell).	This goal focuses on independent initiation of greeting interactions using speech or AAC tools. The student recognizes the appropriate context for a greeting and actively chooses to engage in this social norm by pressing the switch or presenting the picture symbol to a familiar person.	During morning circle time, a greeting routine is expected for all student. Within the context of a natural, non-prompted turn, the student presses the switch or show the picture symbol that says or represents "hello."
Use an abstract symbol or spoken word to interact by choosing between two options ('hello' and 'goodbye') suggested by partner either verbally (e.g. "Do you want to say "hello" or "goodbye") or by pointing to AAC options.	The student is provided with an AAC device or system that displays two abstract symbols or icons, one representing "hello" and the other "goodbye." The student must decide which to use at the beginning and end of an interaction.	During delivery of materials to another classroom or front office, the student is presented with an AAC device or board that has two abstract symbols for "hello" and "goodbye."
Demonstrate the beginning sequencing of obligatory rote social messages (e.g., 'Hi,' 'How are you?', 'Fine,' 'Goodbye') by engaging in two conversational turns using speech or AAC.	The student learns to navigate a simple conversation by using AAC tools to select and sequence phrases such as "Hi," "How are you?" followed by a response like "Fine," and concluding with "Goodbye."	During structured social interaction time, such as a snack break or a small group activity, the student is guided through a simple conversation using a sequence of symbols or buttons on an AAC device. The teacher models the conversation by first saying "Hi" and pressing the corresponding button, then waiting expectantly for the student to follow by saying "Hi" then "How are you?"

Symbolic Communication (Level 1)



Goal	Description	Activity Example
Begin using single-message general social comments, such as 'That's cool,' 'That's good,' and 'Too bad.' using speech or AAC.	This goal aims to introduce the student to the concept of social commenting using single, generic phrases that can apply to a variety of situations. The student learns to express their opinion or reaction to an activity, event, or object in the classroom by using an AAC device or symbol that conveys a simple, relevant comment. The comments chosen ("That's cool," "That's good," "Too bad") are versatile and can be used in multiple contexts, encouraging the student to engage in social interactions by sharing their feelings or reactions.	While engaged in a sensory play activity, such as exploring different textures or materials, introduce a single message device or symbol that says, "That's cool." Each time the student encounters something they seem to enjoy or show interest in, prompt the student to use the device or symbol. The goal is for the student to begin associating the phrase with expressing their enjoyment or interest during these sensory experiences.
Beginning use of single message, rote questions about immediately observable activities/objects or familiar routines (e.g., "What's next?" "What's that?" "Are we done yet?") using speech or AAC.	Goal focuses on the student using single messages to ask basic questions about their immediate environment or the classroom routine. These questions are designed to be simple and relevant to the student's daily experiences, helping them to seek information or clarification about ongoing activities or familiar sequences of events. For example, using an AAC device or symbol, the student might ask "What's next?" to inquire about the upcoming activity, "What's that?" to learn about a new object introduced during a lesson, or "Are we done yet?" to understand if an activity is concluding.	At the transition points between classroom activities, such as moving from circle time to snack time, or from Math Class to Social Studies Class, provide the student with an AAC device or symbol that asks, "What's next?" Then model the use of the question and help the student use the device or symbol to ask the question themselves. Over time, the student is encouraged to use the phrase independently to inquire about the transition or the next activity on the schedule. Additionally, during activities, you can guide the student to ask, "What's that?" when a new object is presented or "Are we done yet?" as activities are concluding.

Early Language (Level 2)



Goal	Description	Activity Example
Use of two conversational turns, with contingent responses (i.e. Response is related to partner's previous comment, e.g. "How are you?" "I'm tired," "I'm sorry.") for simple social exchanges using speech or AAC.	<p>The focus is on encouraging the use of two conversational turns, where the student's response is connected to their communication partner's previous comment. For example, if the partner asks, "How are you?" the student might respond, "I'm tired," followed by the partner saying, "I'm sorry."</p> <p>This goal helps build the foundation for simple social exchanges, where the student learns to stay on topic and contribute to a back-and-forth conversation, using speech or their AAC device</p>	<p>Students can take on roles around school where they have opportunities to interact with school staff, such as delivering materials to the office, returning materials to the media center. The instructor prepares the office/media center staff member to encourage a multi-part encounter.</p>
Expand social exchange using single words or short phrases to share personally meaningful novel information using speech or AAC. (e.g., In response to partner's question, "How was your weekend?" student responds, "McDonald's" or "Granny pool.").	<p>This goal encourages the student to move beyond rote or rehearsed phrases and begin sharing information that is unique to their experiences or interests. The aim is for the student to use AAC to communicate new details about themselves, their feelings, or their activities that have not been shared before. For example, if a student did something special over the weekend, they would use AAC to tell their peers or teacher about it.</p>	<p>During a "sharing time" in group instruction (morning meeting, orientation etc) the student would use AAC to relate something that happened to them over the weekend, or the night before. Encourage novel information specific to the student rather than a set of rote questions. You can gather this information by asking a family member to write a short note about the family activities in a home/school journal.</p>

Early Language (Level 2)



Goal	Description	Activity Example
Express any message related to partner-initiated topic of conversation using speech or AAC.	The focus of this goal is for the student to demonstrate they are listening and understanding by responding relevantly to what their communication partner has said. Using AAC, the student is expected to add a comment or information that is on-topic.	During a “sharing time” in group instruction (morning meeting, orientation etc) the student would use AAC to make a related comment such as sharing a related experience or expressing an interest in the specific topic introduced by the partner.
Ask single-message, rote partner-focused questions to continue a conversation (e.g., 'How about you?' 'What do you think?') using speech or AAC.	The student learns to use predetermined, simple questions that are appropriate in a variety of conversational contexts to keep the interaction going. By asking "How about you?" after sharing their own opinion, or "What do you think?" after a statement, the student not only shows interest in the other person's perspective but also practices the give-and-take nature of dialogue.	During a classroom activity such as a snack time or a social skills group, students and teachers often discuss their preferences, such as which snacks they like. After a teacher or peer expresses their snack preference, the teacher prompts the student with significant intellectual disabilities to use an AAC device or symbol to ask, "How about you?" or "What do you think?" to their neighbor.

Language Development (Level 3)



Goal	Description	Activity Example
Ask follow-up questions (e.g., “Where,” “When,” “Who was there?”)	The focus is on helping students ask follow-up questions during conversations. Students will practice using questions like “Where?,” “When?,” and “Who was there?” to gather more information and extend interactions. This goal encourages students to take an active role in conversations by showing curiosity and interest in their communication partner's responses, promoting deeper social engagement and improved language skills.	Create a peer interview activity where students take turns asking their partner follow-up questions based on a given topic, such as “What did you do over the weekend?” After the initial response, students will be prompted to ask follow-up questions like “Where did you go?,” “When did you go?,” or “Who was there?” to encourage further engagement and conversation.
Provide more complex responses including descriptions and multiple details to expand conversational exchanges.	This goal encourages students to enhance their conversational skills by providing more detailed and descriptive responses. Instead of brief answers, students will learn to add relevant details and explanations to enrich their conversations. For example, rather than saying “I played outside,” they might say, “I played outside on the swings and slide.” This fosters deeper, more meaningful interactions.	Organize a show-and-tell activity where students describe an object or event in detail. After showing the object (e.g., a favorite toy), students are encouraged to provide more complex responses by adding descriptive details, such as, “This is my blue race car. I played with it in the park, and it goes really fast down the slide.” This helps students practice expanding their responses and engaging in richer conversations.
Engages in multi-turn conversations using speech or AAC to share personally meaningful and detailed information about past experiences or future plans, using complete sentences and varied vocabulary. (e.g., In response to partner’s question, ‘How was your weekend?’ student responds with, ‘I went to McDonald’s with my family and had a Happy Meal,’ or ‘I swam in Granny’s pool and played with my cousins.’)	This goal encourages students to engage in multi-turn conversations using speech or AAC, where they share detailed and meaningful information about past experiences or future plans. Students will use complete sentences and varied vocabulary, responding to prompts like “How was your weekend?” with detailed answers such as, “I went to McDonald’s with my family and had a Happy Meal,” or “I swam in Granny’s pool and played with my cousins.”	Facilitate a “Weekend Recap” or “Future Plans” circle time activity where students are prompted to share detailed information about their past experiences or upcoming events. Using speech or AAC, students are encouraged to provide multi-turn responses that include complete sentences and varied vocabulary. For example, when asked, “How was your weekend?” a student might respond, “I went to the park with my brother, and we played soccer.” This practice supports deeper conversation skills and helps students engage meaningfully with peers and teachers.

Communicative Behaviors:

Social Information Exchanges




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Presymbolic (Level P)



Goal	Description	Activity Example
Express pleasure/displeasure through facial expression, orientation, vocalization, physical movement.	The student is expressed pleasure through smiling, leaning in, making joyful sounds, or using excited movements. Conversely, to express displeasure, the student might frown, turn away, vocalize discontent, or show agitation in their movements. At this level, the partner must interpret the student's behaviors and reflect these back to the student.	During leisure time, the adult partner notices the student laughing or smiling. The adult acknowledges this, saying "You're laughing! I think you LIKE it!" This is an opportune time for the adult to model the use of a more recognizable comment by activating a voice output switch to say, "I like it!"
Uses conventionally recognized acceptance/rejection behaviors (move item away, receive item, retract limbs, reach toward, clapping, high fives, covering mouth).	For acceptance, behaviors such as reaching for an item, holding out hands to receive it, or using affirmative gestures like clapping or giving high fives may be taught. For rejection, the student might learn to push an item away, retract limbs to avoid contact, or cover their mouth to indicate refusal.	During leisure activity, make a highly preferred item visible to the student to encourage reaching toward the item to request. Labels the activity, "You WANT the slinky." If the student is given an item they don't want, you can model pushing the item away, and label the action, "NOT that."
Directs your attention to something through pointing, looking back and forth between you and the object, person, or place.	The student is intentionally directing someone else's attention to an object, person, or place of interest. By using pointing, the student indicates what they want the communication partner to look at. They may also use gaze shifts, looking back and forth between the communication partner and the item of interest, to draw attention. This skill is crucial for sharing experiences and engaging in joint attention, which is the shared focus of two individuals on an object.	In activities like nature exploration or sensory play, model and encourage the student to point to interesting objects to share their focus. The teacher acknowledges the chosen object verbally. To develop gaze shifting, hold an object to catch the student's attention, then prompt the student to alternate their gaze between the object and yourself, offering praise for successful attempts.

Symbolic Communication (Level 1)



Goal	Description	Activity Example
Recognizes and responds to social cues such as body language, tone of voice, and facial expressions.	This goal focuses on helping students recognize and respond to basic social cues such as body language, tone of voice, and facial expressions, using single-word responses like "Hi" or "Sorry" based on the situation.	Create a role-playing activity called "Feelings and Faces" where students observe and practice responding to different social cues. For example, you or a peer can act out a scenario with exaggerated facial expressions and body language (e.g., showing happiness, sadness, or frustration). After each scenario, the students are prompted to respond appropriately with single-word responses like "Hi," "Sorry," or "OK," based on the cues. This activity helps students practice recognizing and reacting to social signals in a safe and supportive environment.
Offers an opinion about an immediately observable event, item, or component using speech or AAC when given choices by a partner (e.g., 'Do you like it or don't like it?' 'Is it good or bad?').	Students use picture symbols or auditory cues to express their preferences about visible items or activities by answering questions like "Do you like or don't like it?" by choosing between "like" or "not;" "good" or "bad." Auditory choices can be given by the adult offering the choices one at a time and waiting for confirmation from the student, "Is it good?" pause, "Is it bad?"	During a discussion of academic topics, such as weather, or during shared reading; pause to ask the students their opinion about characters, events, or items. Students can respond to the question, "do you like it?" choosing between 2 voice output switches to say "like" or "not like." Alternatively they could choose "good" or "bad" on an AAC device with limited options to focus on the targeted word (like, not, good, bad).
Directs your attention to a concrete object/person/place by naming the item through speech or AAC.	Students learn to point out and name concrete objects, people, or places using a single noun symbol, photo, or sign language, allowing them to share their focus with others.	During a classroom reading session, the student might notice a specific object in a book, such as a "dog." Using their AAC device or sign language, the student selects the single noun symbol for "dog," shows a photo, or signs the word to share their interest in the dog with you or a classmate, effectively labeling the object and directing attention to it.

Symbolic Communication (Level 1)



Goal	Description	Activity Example
Directs your attention to something using an abstract core word (verb, adjective, pronoun) such as “look,” “there” using speech or AAC.	Students use abstract core symbols such as "look" or "there" to direct someone's attention to an unspecified location or object.	While engaged in a group activity, such as a sensory bin or science exploration, the student wants to share their discovery with the teacher or a peer. The student uses an AAC device to select an abstract core symbol like "look" or "there," prompting you to direct your attention to what the student has discovered.
Initiate a positive or negative comment about an immediately observable event/item/component using a single word/message, e.g., “good,” “funny,” “sick,” “oh no!” with speech or AAC.	Students initiate comments on what they see or experience using single messages like "good," "funny," "sick," or "oh no!" to convey their immediate reactions, whether positive or negative.	If during an outdoor playtime, the student observes something that excites or displeases them, such as a butterfly landing nearby or accidentally dropping their toy, they might use their AAC device to press a button that says "good," "funny," "sick," or "oh no!" This allows the student to comment on the event or item, sharing their immediate reaction with others around them.
Uses single words to express feelings and emotions in social interactions (e.g., 'happy,' 'sad').	This goal focuses on helping students use single words to express feelings and emotions in social interactions, such as saying "happy" or "sad" to communicate their emotional state.	Lead a "Feelings Circle" activity where students take turns picking a feelings card that shows an emotion, such as "happy" or "sad." Model how to express the emotion by saying the word, and students are encouraged to use the single word to describe how they feel at that moment or how they think a character in a story might feel. This activity helps students practice using single words to express their emotions in a variety of social contexts.

Early Language (Level 2)



Goal	Description	Activity Example
Respond to questions about recent and memorable personal experiences given a selection of options (e.g., Partner says, "Where did you go today?" and either a) shows the "school places" page on the AAC system or b) offers verbally, "Cafeteria, Media Center, P.E.?").	This goal focuses on enabling students to share details about their recent activities or experiences when prompted with specific questions. For example, when asked, "Where did you go today?" the communication partner (e.g., teacher or peer) can show the student the "school places" page on the AAC system or verbally offer options like "cafeteria, media center, P.E.?" The student then selects or communicates their answer using the AAC device.	At the end of the day, students engage in journaling, which can be done with adult support. Give a question prompt each day, "where did you go?" "Who did you hang out with?" etc. Partner assists the student in accessing a communication board, book or device with several options which could be selected to answer the question. The partner assists the student in writing their response. Several AAC systems can also send messages to text or save to a button on the device.
Offer an opinion about an event, item, or person not immediately observable given options with AAC or speech (e.g., Partner asks, "What do you think?" saying/showing options "Like," "Don't like," "Good," "Bad.").	The goal is for students to use AAC to share their opinions on non-present events or ideas, using provided visual or auditory options to think abstractly and communicate about experiences or scenarios not immediately visible.	As part of reflecting on their day, ask each student to think about an event or activity from earlier, such as a field trip last week or a story they read that morning. Using an AAC device with visual choices or auditory scan, the teacher asks, "What do you think about our trip to the museum?" or "How did you feel about the story we read?" Options such as "Like," "Don't like," "Good," or "Bad" are available on the AAC device, and the student selects their response, offering an opinion on a past or non-immediate event.
Use language to express feelings and emotions in social interactions (e.g., 'I am happy,' 'I feel sad').	This goal focuses on helping students use multi-word phrases to express feelings and emotions in social interactions, such as saying, "I am happy" or "I feel sad" to communicate their emotional state more clearly.	Create an "Emotion Matching Game" where students match pictures of emotions with corresponding phrases, like "I am happy" or "I feel sad." After matching, model the phrase, and students are encouraged to repeat the phrase using two-word combinations. For example, a student might look at a picture of a smiling face and say, "I am happy," or look at a sad face and say, "I feel sad." This activity helps reinforce the use of multi-word phrases to express emotions in a supportive and interactive way.

Early Language (Level 2)



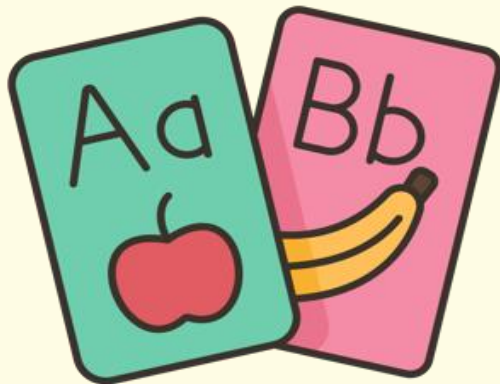
Goal	Description	Activity Example
Answer open-ended questions, about immediately observable events, items or people (e.g., Partner asks, "What did you do?" "What did you make?" etc.).	The goal is for students to answer open-ended questions such as "What did you do?" or "What did you make?" using their AAC system, encouraging them to independently communicate detailed thoughts and experiences using expanded vocabulary and sentence structures.	For a journaling activity, encourage the students to recount what they did that day. You might ask, "What did you do in art class today?" or "What did you make during our science experiment?" The student then uses their AAC system to construct an answer, such as "Painted picture" or "Volcano erupt." This encourages the student to independently form responses, using their AAC device to communicate detailed information about their day's activities without the aid of preset choices.
Initiate sharing simple personal experiences and story telling, with simple sentences	The student uses AAC tools to initiate conversations, share insights about their lives and participate in storytelling activities. The student is able to independently generate 3 or more word sentence to describe an event, real or imagined.	Introduce a "Story of the Day" activity, where students are encouraged to use AAC tools to share a personal experience or create a story, using speech or a speech-generating device (SGD) equipped with symbol-based communication. Prompt the class with a theme for the day, such as "A time you felt happy." The student uses speech or AAC system to say, "I see puppy," and shares this experience with the class.
Use increased variety of describing words, with more than 5 descriptive adjectives used (e.g., "funny" "silly," "awful," "awesome," "cool," "terrible").	The student uses a wide variety of descriptors to more vividly and accurately express their opinions, feelings, and observations. This objective should be completed in the context of describing real or imagined events, people, places, things or stories.	A "Descriptive Diary" time is held after lunch. Introduce a theme or topic, and provides visual aids, tactile objects and customized vocabulary lists on AAC devices. Students are guided to select and use descriptive words from their AAC tools to construct sentences or narratives about the given theme. For example, the theme may be "My Favorite Place" and the student may choose several nouns and descriptors, such as "park," "beautiful," "big," "green" or "happy." Assist the student in developing or enhancing sentences (as in the above goal) using these concept words.

Language Development (Level 3)



Goal	Description	Activity Example
Offer detailed opinions and justifications about events, items, or people, including reasons for preferences (e.g., "I like the book because it has interesting characters and a funny storyline.")	This goal focuses on helping students express their opinions clearly, with mastery indicated by their ability to provide detailed explanations and justifications for their preferences, including specific reasons that demonstrate deeper understanding.	Facilitate a "My Favorite Things" activity. In this activity, students are asked to choose a favorite item (e.g., book, movie, or toy) and then explain why they like it. Using visual supports like sentence starters ("I like ___ because ___"), students will offer their opinions and provide reasons, such as what they find enjoyable or interesting about their choice. The teacher can prompt them to elaborate on their responses, encouraging them to give more details to justify their preferences. This activity helps students practice forming detailed opinions and justifications in a structured, supportive environment. Expansion can include expansion to offering opinions about a variety of topics and activities.
Ask for clarification or provide additional information when asked (e.g., "Can you explain what you mean by that?" or "I went to the zoo and saw lions, tigers, and bears.")	This goal focuses on helping students ask for clarification when needed and provide more detailed information when asked. Mastery is demonstrated when the student consistently asks for clarification and provides additional information during conversations, using multi-word responses and varied vocabulary to enhance communication and ensure understanding.	Facilitate a "Conversation Expansion" activity. During structured conversations, students will take turns sharing something they did (e.g., "I went to the park"). After the initial response, peers or teachers will ask for clarification or more details using prompts like "Can you explain what you did at the park?" or "Tell me more." The student will then be encouraged to expand their response (e.g., "I went to the park and played on the swings and slides"). This activity helps students practice both asking for clarification and providing additional information to ensure clearer, more detailed communication.

Communicative Behaviors for Language Development




Classroom Communication Goals Grid for Students 2.0

For Students in Special Education, Including Augmentative Communication Supports

Student Name	
Date of Assessment	
Assessment Team Members	
Methods of Communication	
Interpretation Considerations	<i>Time in Current Setting:</i> <i>Familiarity of Partners (1-5, 1=unfamiliar- 5=very familiar):</i> <i>Physical/Medical/Emotional Concerns:</i> <i>Other:</i>

Present Level of Performance Chart

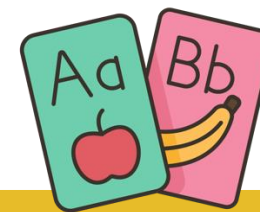
Academic Environment Communicative Function	Ability Skill Level- Percentage of Goal Mastery				
	P- Presymbolic Communication	1-Symbolic Communication	2-Early Language	3-Language Development	4-Advanced Language
Wants & Needs 					
Social Exchanges 					
Information Exchanges 					
Language Development 					
Academic Communication 					
Spelling & Writing for Communication 					

Summary of Present Levels: Using the results from the following charts, summarize how the student communicates for each function. Describe the form of communication consistently used.



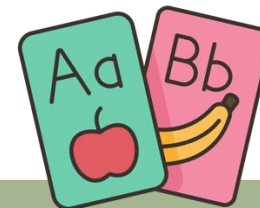
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Presymbolic (Level P)



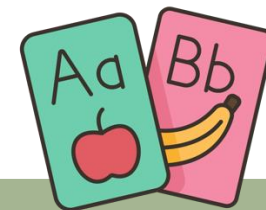
Goal	Description	Activity Example
Communicates through behaviors or other non-conventional methods	This goal aims to recognize and support the individual's use of unique, personalized behaviors or non-standard methods as a form of communication. It involves identifying specific actions or patterns that the individual uses to express needs, preferences, or emotions, and teaching others to understand and respond to these cues. This goal acknowledges the importance of all forms of communication and seeks to validate the individual's current methods while potentially exploring more effective strategies.	During the course of a typical day, look for behavioral signals that the student needs a break from the current activity. The teacher takes this opportunity to model the use of more conventionally recognizable means of rejecting the activity, such as pushing items aside, putting items into a "finished" container or location.
Demonstrate joint attention (e.g., following gaze and pointing, shifting gaze).	This goal focuses on helping students develop joint attention skills. Students will practice following another person's gaze or pointing, as well as shifting their gaze to shared objects or events, fostering early communication and social engagement. Mastery of this goal is demonstrated when the student consistently follows another person's gaze or pointing gesture to a shared object or event, indicating joint attention and early communication skills.	Facilitate a "Look and Find" activity to support joint attention development. During this activity, the teacher or a peer will point to or look at an object, such as a brightly colored toy or picture, and say, "Look at the ball!" The student is encouraged to follow the teacher's gaze or pointing gesture to the object. When the student successfully follows the gaze or gesture, the teacher reinforces this behavior with positive feedback and engages with the object together with the student. This activity encourages students to practice joint attention by following visual cues and promotes early communication and social interaction.
Communicates through conventional, recognizable behaviors (waving, pointing, showing)	This goal focuses on teaching and reinforcing the use of widely understood and conventional non-verbal behaviors for communication. It encourages the development and use of gestures such as waving to greet, pointing to indicate choice or interest, and showing objects as a means of sharing or requesting. This goal aims to enhance the individual's ability to communicate effectively with a broader audience by adopting behaviors that are more universally recognizable and understood within their community.	During the course of a typical day, model conventional gestures which match the student's idiosyncratic meaningful behaviors, for example, the student may rub their face in their hands when they need a break, cueing the teacher to offer them the "finished" container to place items the student no longer wants to work with. Other functions can be modeled by the adults in an exaggerated fashion, such as greeting by waving, showing by pointing at an item/person, beckoning by waving an arm towards oneself.

Symbolic Communication (Level 1)



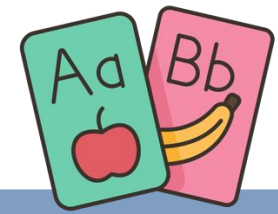
Goal	Description	Activity Example
Functionally express a variety of common nouns to include 5 examples in each of 7 categories.	Identifying and using 5 specific nouns within each of 7 distinct categories, such as animals, foods, objects, places, professions, emotions, and activities. This goal aims to broaden the individual's ability to talk about various topics by incorporating a diverse set of nouns into their expressive language.	During a "Show and Tell" activity, students are encouraged to bring items from home that fit into one of the seven categories (e.g., an animal toy, a favorite food, a personal object). Each student takes a turn to describe their item using nouns from the relevant category, practicing the use of specific vocabulary (e.g., "This is my cat plushie" under animals, "I have an apple" under foods).
Functionally describe observable items, people, or activities using abstract descriptive concepts (e.g., wet/dry, hot/cold, big/little, all/some) with 2 examples of each of 3 categories (spatial, qualitative, and quantitative).	Develop the understanding and expression of abstract descriptive concepts by teaching the individual to use and differentiate between pairs of opposites like wet/dry, hot/cold, and big/little. The goal includes providing 2 tangible examples for each concept to help solidify understanding and usage in daily communication.	In a hands-on science experiment activity focusing on states of matter, demonstrate ice melting (cold to hot, solid to liquid) and a sponge absorbing water (dry to wet). Students are asked to describe what they observe using the targeted abstract concepts, providing two examples for each (e.g., "The ice was cold, now it's hot," "The sponge was dry, now it's wet").

Symbolic Communication (Level 1)



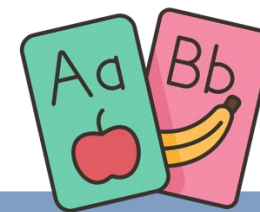
Goal	Description	Activity Example
Label or request at least five observable actions using verbs (e.g., 'jump,' 'hit,' 'sleep,' 'eat').	This goal focuses on action verbs that describe observable activities, with the aim of teaching the individual to accurately express at least 5 actions, such as running, eating, jumping, drawing, and sleeping. This goal supports the individual's ability to communicate about personal actions or those of others and objects around them.	During physical education or a movement-based activity, instruct students to perform actions like running, jumping, and drawing. After each activity, students are asked to describe what they did using action verbs (e.g., "I was running," "I jumped," "I am drawing"). This helps them connect the action verbs with the physical activities they perform.
Use single core vocabulary words for functional communication (e.g., pronouns, adjectives, verbs to meet communication needs in their environment).	This goal concentrates on the use of single, core vocabulary words that serve multiple communication functions across various contexts. Core words like go, stop, more, done, yes, and no are taught for essential communication needs, including making requests, expressing preferences, or responding to inquiries, enhancing overall communication efficiency and effectiveness.	In a classroom routine where choices are offered, such as picking a book for storytime or selecting a snack use visual aids or AAC devices with core words. Students are encouraged to use single core words to make their selections (e.g., using "more" to hear another story, "stop" to end an activity, "yes" to confirm a choice). This practice integrates core words into functional communication during daily classroom activities.
Use prepositions (e.g., in, on, under, over, next to, etc.).	This goal focuses on helping students use prepositions (e.g., in, on, under, over, next to) to describe locations and positions in their communication. Mastery is indicated when the student consistently uses prepositions accurately in context, either through single words spoken or selected on an AAC device, to describe the placement of objects or people (e.g., saying "in" to describe a ball in a box). This includes demonstrating the ability to follow prompts and use prepositions correctly in varied situations.	Set up an interactive "Preposition Scavenger Hunt." Place various objects around the room in different locations (e.g., a toy on a table, a ball under a chair, a book next to a box). Students are then asked to find the objects and describe their locations using prepositions, either verbally or with their AAC device. For example, when they find the ball under the chair, they can say, "under," or select the word on their device. The teacher can model and prompt as needed, reinforcing correct use of prepositions during the activity. This hands-on experience helps students understand and practice prepositions in a fun and engaging way.

Early Language (Level 2)



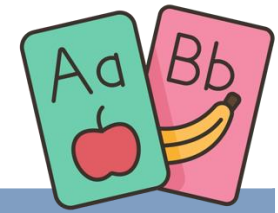
Goal	Description	Activity Example
Functionally use learned sentence starters (e.g., "I see __," "It's a __," "I have __," "I want __," to meet communication needs in their environment).	The student applies basic taught sentence patterns such as "I see __," "It's a __," "I have __," and "I want __" in everyday communication.	During ELA small group discussion, display various objects or pictures and prompts students to describe them using the taught sentence patterns. For example, showing a picture of a cat, a student might say, "I see cat," "It's a cat," "I have a cat," or "I want a cat." This activity reinforces the use of sentence structures in a group setting, allowing students to practice and apply these patterns to express themselves.
Exhibit beginning creative word pairing (e.g. using 2-word phrases without a learned sentence starter such as pairing 2 core words or a noun-verb, verb-object, actor-action, descriptor-object etc.).	This goal focuses on helping students begin to independently pair words in creative combinations, such as using two-word phrases like "want cookie," "big ball," or "jump high." The emphasis is on encouraging students to pair core words, nouns, verbs, or descriptors without relying on learned sentence starters, helping to build their language skills through spontaneous word combinations.	Create a "Build a Sentence" activity using visual supports. Set up a table with picture cards of objects (e.g., "cookie," "ball"), actions (e.g., "jump," "run"), and descriptors (e.g., "big," "fast"). During the activity, the teacher presents a scenario or action (e.g., showing a picture of someone jumping), and students are prompted to choose two cards to describe the action creatively, such as "jump high" or "big jump." As they select the cards, the teacher reinforces the use of two-word combinations, encouraging students to come up with their own pairings without pre-taught sentence starters. This activity promotes independent word pairing, helping students practice using creative two-word phrases in a structured, supportive setting.
Use early word endings including both plural "-s," and one verb tense, (e.g., "-ing" or "-ed").	This goal focuses on the introduction and use of basic morphological markers such as plural "-s" (e.g., "cats"), present continuous "-ing" (e.g., "running"), and simple verb tenses to enhance the grammatical accuracy of the individual's speech, promoting more precise and varied language use.	In a language or writing activity, focuses on constructing sentences that include plurals, present continuous verbs, and simple verb tenses. Students might be given a base word (e.g., "cat") and asked to make it plural ("cats") or to change a verb to present continuous form ("run" to "running") in sentences they create, such as "Cats are running."

Early Language (Level 2)



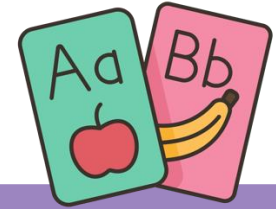
Goal	Description	Activity Example
Use early factual based question words “who, what & where?” to request information meaningfully.	The individual formulates simple questions using basic interrogatives like “who” for asking about people, “what” for inquiring about objects or actions, and “where” for locations.	During a classroom scavenger hunt or interactive game, expect students to use “who,” “what,” and “where” to ask questions about objects, people, or locations involved in the activity. For example, a teacher might hide a toy somewhere in the classroom, and students ask, “What is hidden?” “Where is it?” or “Who will find it?” This activity encourages the use of interrogative words to formulate questions, enhancing their understanding and use in communication.
Beginning pronoun use with some confusion noted, e.g., “I,” “me,” “you,” “he,” “she” and “they.”	Student is starting to use these pronouns to refer to themselves, others, and groups but may experience some confusion in their appropriate application. Students are beginning to show understanding of the different roles these pronouns play in communication, such as indicating the speaker (I, me), the listener (you), or others (he, she, they), and to gradually reduce errors through targeted instruction and practice.	Create classroom activities including interactive games, storytelling, and role-playing exercises designed to reinforce the correct usage of pronouns in various contexts. For example, a teacher might use picture cards depicting various actions involving different subjects and prompt the student using AAC to describe the actions using sentences like “He is running” or “I want the book.” Feedback and correction are provided in a supportive manner, acknowledging correct uses and gently correcting instances of confusion.
Use simple negations (e.g., no, not, don't, stop).	This goal focuses on helping students use simple negations such as “no,” “not,” “don’t,” and “stop” in appropriate contexts. The emphasis is on enabling students to communicate disagreement, refusal, or opposition clearly in their interactions.	Facilitate a “Choice and Control” activity. Throughout the day, students are given opportunities to assert their preferences or control their environment using simple negations. For example, during snack time, the teacher offers a choice between two foods, and the student can respond with “no” or “not” if they do not want one of the options. Similarly, during an activity like building with blocks, if the student becomes overwhelmed, they are encouraged to use phrases like “stop” or “don’t” to communicate their need for a break. This activity embeds the use of negations in everyday routines and interactions, helping students learn to express refusal, opposition, or disagreement in meaningful, functional contexts.

Early Language (Level 2)



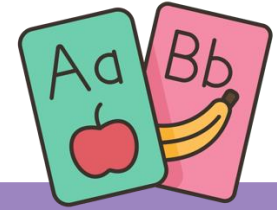
Goal	Description	Activity Example
Use two-word phrases to commands and requests (e.g., come here, sit down, give me).	This goal focuses on helping students use two-word phrases to express commands and requests, such as "come here," "sit down," or "give me." The aim is to build the student's ability to communicate their needs and directives effectively in everyday situations.	Implement a "Request and Command" activity during a favorite game or structured playtime. For example, if the class is playing with toy cars, the teacher can set up scenarios where students need to use two-word phrases to direct their peers or the teacher, such as "give car," "come here," or "sit down." The teacher models the phrases, then prompts students to use the two-word phrases to request or command what they need, such as asking for a toy or directing a peer to sit and play. This activity is embedded in a motivating context, making the use of two-word phrases functional and meaningful for everyday communication.
Use possessive pronouns (e.g., mine, yours).	This goal focuses on helping students use possessive pronouns, such as "mine" and "yours," to indicate ownership in conversations. The aim is to enhance their ability to express possession and ownership clearly in social interactions.	Create a game, "Whose Turn Is It? A Game of Sharing and Ownership" The teacher provides students with items such as toys, snacks, or personal items and encourages them to use possessive pronouns when interacting with their peers. For example, when handing a toy to a peer, the teacher prompts the student to say "yours" or when keeping the toy, to say "mine." During structured play or sharing activities, the teacher models the use of possessive pronouns and then encourages students to identify their own or others' belongings, reinforcing the concept of ownership through repetition in real-life interactions.
Understand simple time concepts (e.g., "now," "later," "soon").	This goal focuses on helping students understand and use simple time concepts such as "now," "later," and "soon." The aim is to build their comprehension of time-related vocabulary to support their understanding of sequences and events in daily routines.	Create an activity called "Time Talk: Now, Later, Soon." which involves incorporating time-related prompts into daily routines, where the teacher uses phrases like "now," "later," and "soon" along with visual schedules or timers. For example, the teacher might say, "Now, it's time for reading," and show a book, then, "Later, we'll play outside," with a picture of the playground. This approach helps students connect time concepts with real-life activities, enhancing their understanding of sequences and events throughout the day.

Language Development (Level 3)



Goal	Description	Activity Example
Generates creative 3-word messages with correct word order and meaning.	Student is beginning to construct original messages that go beyond simple phrases, containing more than three words arranged in the correct syntactical order to convey clear and specific meanings.	Have students engage in storytelling, describing sequences of events, or explaining ideas, using speech or their AAC devices to formulate creative and grammatically correct sentences. Activity examples include writing a science project summary with assistance for typing or spelling as needed (allowing verbal, speech or AAC, expression rather than physical writing)
Uses question reversals (e.g., “can I __?” “will you __?”).	This goal focuses on helping students use question reversals, such as “Can I...?” or “Will you...?” The aim is to support students in forming questions that seek permission, requests, or information during conversations, enhancing their ability to initiate and engage in social exchanges.	Implement “Ask and You Shall Receive,” where students practice using question reversals like “Can I...?” or “Will you...?” in real-life scenarios, such as requesting a snack or asking for help during activities. This activity builds confidence in initiating conversations and making requests, strengthening their social communication skills.
Uses more advanced wh-questions (e.g., “when,” “why,” and “how”).	Student can ask and understand more complex inquiries about time (when), reasons (why), and methods or processes (how). These advanced wh-questions are crucial for deeper understanding and curiosity-driven learning	Conduct simple science experiments, using more advanced wh-questions to formulate and discuss a scientific theory and the results of the activity. Science activities can include cooking, and hands on physical science experiments.
Uses carrier phrases to describe, compare and contrast categories of items (e.g., “These are all animals.” “They are all red.”).	The student is able to categorize items and articulate similarities and differences using carrier phrases. Carrier phrases are prefabricated sentence structures into which specific information can be inserted, such as “These are all animals” or “They are all red.”	Use sorting activities using objects, pictures or interactive games using speech or AAC to describe the categories and attributes through carrier phrases.

Language Development (Level 3)



Goal	Description	Activity Example
Uses carrier phrases to describe, compare and contrast categories of items (for ex: "These are all animals." "They are all red.")	The student is able to categorize items and articulate similarities and differences using carrier phrases. Carrier phrases are prefabricated sentence structures into which specific information can be inserted, such as "These are all animals" or "They are all red."	Provide sorting activities using objects, pictures or interactive games using speech or AAC to describe the categories and attributes through carrier phrases.
Uses irregular past tense verbs (e.g., ran, ate, went).	This goal focuses on helping students correctly use irregular past tense verbs, such as "ran," "ate," and "went." The aim is to improve their ability to describe past events accurately in conversations and narratives.	Create an activity called "What Did You Do Yesterday?" During this activity, students take turns sharing something they did in the past using irregular past tense verbs. For example, a student might say, "I went to the park" or "I ate pizza." The teacher models correct usage and provides prompts to encourage students to use these verbs in their responses. This activity helps students practice accurately describing past events, reinforcing the correct use of irregular past tense verbs in their conversations and narratives.

Communicative Behaviors:

Academic Engagement




Classroom Communication Goals Grid for Students 2.0

For Students in Special Education, Including Augmentative Communication Supports

Student Name	
Date of Assessment	
Assessment Team Members	
Methods of Communication	
Interpretation Considerations	<i>Time in Current Setting:</i> <i>Familiarity of Partners (1-5, 1=unfamiliar- 5=very familiar):</i> <i>Physical/Medical/Emotional Concerns:</i> <i>Other:</i>

Present Level of Performance Chart

Academic Environment Communicative Function	Ability Skill Level- Percentage of Goal Mastery				
	P- Presymbolic Communication	1-Symbolic Communication	2-Early Language	3-Language Development	4-Advanced Language
Wants & Needs 					
Social Exchanges 					
Information Exchanges 					
Language Development 					
Academic Communication 					
Spelling & Writing for Communication 					

Summary of Present Levels: Using the results from the following charts, summarize how the student communicates for each function. Describe the form of communication consistently used.



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Presymbolic (Level P)



Goal	Description	Activity Example
Attend to or select a single targeted academic word/concept presented in isolation using concrete objects (visual attention, touch, exploration).	The student can engage with a single academic word or concept presented in isolation, utilizing concrete objects. The focus is on visual attention, touch, and exploration to foster understanding and recognition of the concept.	In the context of an academic topic (for example “weather” or “animal habitats”) the student is given the opportunity to experience at least one of the concept words through concrete items.
Attend to or select a single targeted academic picture /concept presented in isolation using a photograph (visual attention, touch, exploration).	This objective shifts the focus to photographs, offering a bridge between tangible objects and more abstract representations. The student can engage with a single academic word or concept presented in isolation, using photograph examples. Learners are encouraged to interact with a photograph depicting a single academic concept, focusing on visual attention, touch (pointing or tapping the photo), and listening to verbal cues or descriptions to enhance recognition and understanding of the concept represented by the photograph.	In the context of an academic topic (for example “weather” or “animal habitats”) the student is given the opportunity to experience at least one of the concept words through photograph examples.

Presymbolic (Level P)



Goal	Description	Activity Example
Errorless selection of a photograph or object representing a taught academic concept from a set of relevant, related images (e.g., choosing a photo of the 'sun' in a set including "rain" and "snow") during weather instruction).	This goal focuses on helping pre-symbolic communicators engage in academic activities by accurately selecting a photograph or object that represents a taught concept. For example, during a weather lesson, the student would choose the photo of the "sun" from a set that also includes images like "rain" and "snow." This goal encourages early academic participation by reinforcing understanding through errorless learning strategies.	After discussing healthy foods, the teacher presents three photos or objects representing an "apple," a "carrot," and a "banana," and prompts the student with, "Let's find a healthy snack." Since all options are correct, the student can choose any item, ensuring success. The teacher then offers positive reinforcement, such as praise or a small reward, to reinforce the concept of healthy eating, helping the student build confidence in their understanding with no chance of making an incorrect choice.
Attend to or select a relevant photograph or object representing a taught academic concept from a set that includes a distractor (e.g., choosing a photo of the 'sun' over an 'apple' during weather instruction).	This goal enhances the student's ability to focus on and correctly identify concepts related to academic content. This objective does not require the student to express a deep understanding of the concept, but rather a recognition of the relevance of the photo (rather than the distractor) due to repetitive exposure during academic instruction.	<p>Science Activity: The teacher selects a targeted academic concept relevant to the current science unit, such as "habitat." The teacher prepares a few visual cards or images on an AAC device - one showing a picture of a forest (target concept) and the other showing an image of a rock (distractor, not typically a habitat for animals).</p> <p>During a science lesson or as part of a review activity, the teacher presents a few choices to the student while discussing habitats. The teacher might ask, "Which picture shows a habitat where animals live?" The student is then encouraged to demonstrate their understanding of the concept "habitat" by making a selection between the forest and the rock.</p> <p>A simplistic and obvious distractor is chosen to help the student discriminate and attend to the image taught through repetition and practice over the course of a period of time.</p>

Symbolic Communication (Level 1)



Goal	Description	Activity Example
Self-selects familiar books, topics and events using symbols (including photos, text, drawings, text and auditorily presented series of choices to explore given a selection of predictably motivating topics and including a wide variety of open-ended options	Student can choose books and activities to explore on a variety of topics, expanding their interests and decision-making skills, preferences and the ability to communicate these interests using their speech or AAC tools.	During a daily "Drop Everything and Read" time, students can choose topics of interest using a selection of options on their AAC system, or on a choice board. The instructor pulls materials and books to reflect the student's topic selection.
Expresses targeted academic words/concepts (ex: character, setting, event) given a selection of related vocabulary	The student can express, through speech or AAC tools, specific words or concepts related to their studies, such as "character," "setting," and "event," within a given context. Provided with a selection of related vocabulary through their AAC systems, students learn to identify and utilize these key terms to describe elements of a story, components of a lesson, or features of an event accurately.	During daily English Language Arts instruction, the student has an opportunity to participate in whole group instruction responding to teacher led discussion and questions.

Symbolic Communication (Level 1)



Goal	Description	Activity Example
Express academic vocabulary independently without visual supports or cues using speech, or AAC with independent navigation to appropriate page on AAC system.	This goal focuses on fostering independence in students' ability to communicate academic vocabulary. The aim is for them to use speech or their AAC system on their own, accessing the correct pages to express relevant academic terms without relying on visual supports or external prompts.	During a science lesson, students are expected to independently express key academic vocabulary, such as "plant," "water," or "sun," using speech or their AAC devices. Without visual cues or prompts, students will navigate their devices to find and select the correct word or say it aloud during a discussion about plant growth. The teacher will provide minimal verbal encouragement if needed and positive reinforcement for each correct, independent response, tracking progress toward the goal of independent academic vocabulary expression.
Answer "who," "what," and "where" questions regarding academic content using speech or AAC.	This goal aims to enhance students' ability to communicate key details about academic topics, ensuring they can provide clear answers to questions about people, objects, and locations using their communication tools.	Have students practice answering "who," "what," and "where" questions related to a short story or picture set about an academic topic. Using speech or their AAC devices, students will respond to questions like "Who came to visit?" or "Where did the event take place?" independently. The teacher will provide guidance as needed and reinforce correct responses with positive feedback, gradually increasing the complexity of questions to ensure students can communicate key details effectively.
Use adjectives and adverbs to describe academic concepts (e.g., big/little, wet/dry, fast/slow) using speech or AAC.	This goal focuses on developing students' ability to describe academic concepts with greater detail by using adjectives and adverbs, either through speech or their AAC device. It encourages them to expand their vocabulary by describing size, speed, texture, and other qualities relevant to their lessons.	During a science experiment involving water and different objects, students are asked to describe the objects as "big" or "small," "wet" or "dry," and how they move as "fast" or "slow." Using either speech or their AAC devices, students will practice selecting and applying the appropriate descriptive words to enhance their understanding and communication of the concepts. Positive reinforcement will be provided to encourage accurate and thoughtful descriptions.

Early Language (Level 2)



Goal	Description	Activity Example
Recall information and responds to basic Wh-questions (e.g., "who," "what," and "where") about academic content using sentences.	The student can answer basic questions about academic materials or stories they've been exposed to. By responding to "who," "what," and "where" questions, students practice retrieving and communicating specific information, enhancing their understanding and engagement with academic content.	Implement a daily or weekly review session where students are asked basic "who," "what," and "where" questions about recently covered academic content. Utilize an interactive whiteboard or AAC device displaying choices for answers to facilitate student responses. For instance, after a lesson on a historical figure, questions like "Who did we learn about?" "What did they do?" and "Where were they from?" can be asked, with visual options for students to select.
Make simple academic-related requests or commands (e.g., "Give me the book," "Open the science kit.").	This goal focuses on helping students combine words into short phrases to make simple academic-related requests or commands, such as "Give me the book" or "Open the science kit." It encourages them to use language to communicate their needs effectively during academic activities.	During a reading session, prompt students give directions such as "Give me the book" to receive a book from the teacher, or "Open the science kit" during a science experiment. The activity will provide opportunities for students to use short phrases, either through speech or AAC, to communicate their needs effectively, reinforcing their ability to independently direct academic tasks. Positive feedback will be given to encourage correct usage and confidence in communication.

Early Language (Level 2)



Goal	Description	Activity Example
Retell story, story concepts or academic experience/subject with key words/concepts using two or more words with speech or AAC (e.g. retell <i>The 3 Little Pigs</i> saying “wolf, pig, blow, crash!”).	This goal helps students retell stories, academic concepts, or experiences by using key words and phrases. Students will practice combining two or more words, either through speech or AAC, to convey essential details, such as saying “wolf, pig, blow, crash!” to retell <i>The Three Little Pigs</i> . This encourages them to summarize and recall important information effectively.	Have students practice retelling a familiar story, such as <i>The Three Little Pigs</i> , by using two or more key words or phrases through speech or AAC. After hearing the story, students will review key elements with visual aids and then independently retell parts of the story using phrases like “pig run” or “wolf blow.” They will also pair up to share their retellings with peers, reinforcing their ability to summarize and recall important details. Positive feedback will be provided to encourage effective communication and the use of combined words in storytelling.
Answer simple questions negatively (e.g., “No, I don't know.” “No, it's not.”).	This goal focuses on helping students respond to simple questions with negative answers, such as “No, I don't know” or “No, it's not.” This skill encourages students to use negative responses appropriately in conversations, enhancing their communication clarity and accuracy.	Have students practice answering simple questions with negative responses using speech or AAC. The teacher will ask questions that naturally prompt a negative answer, such as “Is the sky green?” or “Do you have two heads?” Students will respond with phrases like “No, it's not” or “No, I don't know.” This exercise helps students learn to use negative responses accurately in conversation, reinforcing their understanding of how and when to express disagreement or correct information. Positive reinforcement will be given for appropriate use of negative responses.
Use word lists and dictionaries on AAC applications or conduct topic-specific searches using external resources (e.g., Google) to expand writing and include new vocabulary.	This goal aims to empower students to independently explore and utilize tools like AAC dictionaries or online searches to enrich their vocabulary, enabling them to enhance their written communication with more precise and diverse language.	Have students practice expanding their vocabulary by using the word lists and dictionaries available on their AAC devices or conducting topic-specific searches online. For example, during a writing assignment about animals, students might use their AAC device to find and incorporate new words like “habitat” or “predator.” They can also use Google to search for information and new vocabulary related to their topic. This activity encourages students to independently explore and use new words, enriching their writing with more precise and diverse language. The teacher will guide students in navigating these tools and provide support as needed, ensuring that they can effectively integrate new vocabulary into their work.

Language Development (Level 3)



Goal	Description	Activity Example
Describe targeted academic concepts using complete phrases and sentences.	This goal focuses on helping students clearly articulate academic concepts by using complete phrases and sentences. It encourages the development of more structured and detailed verbal or written explanations during academic activities.	Have students practice describing academic concepts using complete phrases and sentences. For example, during a science lesson on the water cycle, students might be prompted to explain the process by saying or writing, "Water evaporates from the ocean and forms clouds in the sky." The teacher will encourage students to move beyond one-word answers, guiding them to articulate their thoughts in a more structured and detailed way. This exercise helps students develop the ability to clearly express their understanding of academic topics, reinforcing their use of full sentences in both verbal and written communication.
Retell story, story concepts or academic experience/subject with key words/concepts using sentences.	This goal helps students retell stories, key concepts, or academic experiences by using full sentences. It emphasizes the ability to recall and summarize important information in a more complete and structured manner during discussions or lessons.	Have students practice retelling a story, key concept, or academic experience using complete sentences. After reading a story or learning a new concept, the teacher will ask students to summarize what they learned by forming full sentences, such as "The three little pigs built houses out of straw, sticks, and bricks" or "In science, we learned that plants need sunlight to grow." This activity encourages students to recall and organize information, helping them articulate their understanding in a clear and structured way. The teacher will guide and support students as they build confidence in using full sentences to express key ideas.
Recall information and respond to advanced wh-questions involving comparison, inference, and prediction about academic content (e.g., "why," "when," "what if").	The student can engage more deeply with academic content by answering "why," "when," and "what if" questions that require comparison, inference, and prediction skills. It challenges students to think critically about the material, draw connections, and speculate about outcomes based on their understanding.	Content Area Group Instruction: During a discussion or review session, pose advanced "why," "when," and "what if" questions related to the day's lesson or a recently read story. Encourage students to use their AAC devices to express their answers, which should involve comparisons, inferences, or predictions. For instance, after a science lesson on ecosystems, ask, "Why are bees important to an ecosystem?" "When might this ecosystem be in danger?" and "What if bees disappeared?" This prompts students to analyze information, draw conclusions, and hypothesize about future scenarios.

Language Development (Level 3)



Goal	Description	Activity Example
Compares and contrasts elements of targeted academic concept with personal experiences or references	The student can relate academic concepts to their own experiences or well-known references, this goal helps students personalize their learning and enhance their understanding. Students are encouraged to identify similarities and differences between the concept being studied and something from their own life or a familiar situation.	Connect academic concepts to students' personal experiences through a structured activity like "My Life and the Lesson." After learning about a new concept, such as fractions in math, ask students to compare and contrast this concept with something from their own life, such as dividing a pizza among friends. Students can use AAC devices to describe how fractions are used in real-life situations, highlighting similarities and differences. This not only aids in understanding the concept better but also makes the learning process more relevant and engaging.
Use advanced vocabulary to explain opinions, solve problems, and justify decisions.	This goal focuses on helping students use advanced vocabulary to articulate their opinions, solve problems, and provide justifications for their decisions. It encourages the development of higher-level language skills in expressing complex thoughts and reasoning. Advanced vocabulary for students with special needs, particularly in the context of communicating about academic subjects, refers to words that go beyond basic or common language. These words are more specific, precise, and related to the subject matter being studied.	During academic lessons expect students to include technical terms or subject-specific language that enhances clarity and depth in communication. For instance, in science, words like "photosynthesis" or "evaporation" would be considered advanced vocabulary, while in literature, terms such as "character development" or "metaphor" might qualify. These words help students express ideas with more nuance, specificity, and understanding of the content.

Communicative Behaviors:

Literacy for Communication




Classroom Communication Goals Grid for Students 2.0

For Students in Special Education, Including Augmentative Communication Supports

Student Name	
Date of Assessment	
Assessment Team Members	
Methods of Communication	
Interpretation Considerations	<i>Time in Current Setting:</i> <i>Familiarity of Partners (1-5, 1=unfamiliar- 5=very familiar):</i> <i>Physical/Medical/Emotional Concerns:</i> <i>Other:</i>

Present Level of Performance Chart

Academic Environment Communicative Function	Ability Skill Level- Percentage of Goal Mastery				
	P- Presymbolic Communication	1-Symbolic Communication	2-Early Language	3-Language Development	4-Advanced Language
Wants & Needs 					
Social Exchanges 					
Information Exchanges 					
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Pre-literate Stage (Level P)



Goal	Description	Activity Example
Errorless exploration of writing tools, AAC devices, and screens- <i>Traditional Writing:</i> Interacts with writing tools (crayons, pencils, markers) through touching and grasping; or <i>AAC:</i> Interacts with the full keyboard on AAC devices/software using direct selection, eye gaze, or switch scanning.	This goal encourages students to explore writing tools and AAC devices without the demand for accuracy. For traditional writing, students interact with tools like crayons, pencils, or markers through touching and grasping. For AAC users, they interact with the full keyboard using methods such as direct selection, eye gaze, or switch scanning. The focus is on active engagement with these tools and devices, allowing students to build familiarity and comfort in a supportive, error-free environment.	Create a Writing Center for students to come to explore their keyboard and writing tools. Adult partners or peers can model writing or typing without any expectation from the student other than engagement with the materials.
Demonstrate errorless guided exploration of personally relevant letters of the alphabet such as letters of name or favorite topics, people, or items on a full keyboard.	This goal encourages students to engage in errorless exploration of the full keyboard by freely interacting with letters that are personally relevant, such as those in their name or related to favorite topics, people, or items. The focus is on allowing students to explore without pressure for accuracy, fostering familiarity with the keyboard and letter identification in a low-stress, supportive environment. Success is observed when students actively engage in this exploration, showing interest and interaction with the letters without the expectation of perfect selection.	Integrate the scribbling into a simple purpose, such as “writing” a pretend grocery list or “typing” a message for a friend. For example, ask, “Can you write down what we need to buy?” or “Type a message to say hello!” and encourage the student’s free exploration of the keyboard. Encourage writing about items, people or activities of interests when introduced to letters which correspond to words for these favorites.

Pre-literate Stage (Level P)



Goal	Description	Activity Example
Explore Pre-Writing Motor Skills or AAC Skills with a defined communication purpose (e.g. sign in, make a list, write a story, label materials) with any engagement accepted. <i>Traditional Writing:</i> Errorless engagement in activities to develop basic motor skills required for writing (pinching, grasping, making marks); or AAC: Errorless engagement in activities which develop alternative skills for producing text (e.g., eye gaze, switch activation).	This goal focuses on encouraging students to explore pre-writing motor skills or AAC skills with a defined communication purpose, such as signing in, making a list, writing a story, or labeling materials. The emphasis is on engagement, where any level of participation is accepted. For traditional writing, students engage in errorless activities to develop basic motor skills like pinching, grasping, or making marks. For AAC users, the focus is on errorless activities that develop alternative text production skills, such as using eye gaze or switch activation, without pressure for accuracy.	Set up a simple, functional activity like "signing in" at the start of the day. Show a sign-in sheet or a digital "keyboard" on the AAC device. Explain that everyone signs in by writing their name or typing, emphasizing that any marks or letters are acceptable.
Produce Intentional Scribbles or Text Strings: <i>Traditional Writing:</i> Produces intentional, yet unstructured scribbles on paper; or AAC: Produces unstructured strings of symbols/letters using AAC.	This goal focuses on encouraging students to produce intentional but unstructured marks or sequences. For traditional writing, students create intentional scribbles on paper, while for AAC users, the goal is to produce unstructured strings of symbols or letters. The emphasis is on purposeful engagement with writing tools or AAC devices, regardless of structure or conventional accuracy.	At the Writing Center, encourage students to continue their actions using writing tools to produce more intentional products. For traditional writers, we may see representational drawings and the beginning of more linear scribbles. AAC users may begin to put more letters together. You may see some letter like formations from traditional writers, and some partial phonetic letter selections from keyboarding students (choosing familiar letters which may be found in the words they are attempting).

Early Asynchronous Message Generation & Semiphonetic Stage of Spelling(Level 1)



Goal	Description	Activity Example
Asynchronous Message Generation: Engage in topic development and writing activities using single words/symbols to tell a narrative (can be a personal experience) by generating details given partner prompts and visual supports (e.g. Describe the afternoon's activities when given partner questions, such as "Where did you go?" "Who was there?" "What did you do?") using <i>AAC device</i> , picture choices or <i>word bank</i> to give single word/symbol responses	This goal encourages students to participate in storytelling by providing responses to prompts, focusing on single-word contributions to build a coherent narrative. Using tools like AAC devices, picture selections, or word banks, students respond to questions that help them describe personal experiences or activities. The emphasis is on developing topic-related details through guided exploration, enabling students to construct meaningful stories in a supported, interactive way.	Have students participate in storytelling by responding to prompts using single words or symbols to describe a personal experience, such as what they did after lunch. Using AAC devices, picture cards, or a word bank, students answer questions like "Where did you go?" and "Who was with you?" to build a simple narrative. Their responses are combined to form a story, which is visually represented on a storyboard. Students then share their story with peers, reinforcing their understanding of sequence and narrative structure while engaging in guided, supportive communication.
Asynchronous Message Generation: Add details to personally meaningful story, as developed in above goals, using AAC device, picture choices or word bank to add a word with question prompts as needed.	This goal focuses on encouraging students to enrich a personally meaningful story by adding more details. Using their AAC device, picture choices, or a word bank, students respond to prompts to include additional words that enhance the narrative. The teacher provides guided questions to help the student expand on their story, fostering deeper engagement and development of the narrative through intentional word or symbol selection.	Have students enhance a previously developed story by adding more details using their AAC devices, picture choices, or a word bank. The teacher revisits the initial story with the student and uses guided prompts, such as "What happened next?" or "Can you tell me more?" to encourage the addition of new words like "ran" or "together." As students respond, the expanded elements are added to the visual storyboard, making the narrative more complete. Students then share their enriched stories with the class, practicing the use of intentional word or symbol selection to deepen their storytelling.

Early Asynchronous Message Generation & Semiphonetic Stage of Spelling(Level 1)



Goal	Description	Activity Example
Semiphonetic Spelling Stage: Match written letters to their corresponding sounds (e.g., says "buh" for the letter "b").	This goal focuses on helping students identify and write the correct letter in response to hearing a corresponding sound. For example, when they hear the sound "buh," the student will produce the letter "b" either by selecting on a keyboard, their AAC keyboard, a full alphabet of letters or writing. The aim is to support early literacy by reinforcing the connection between sounds and letters, fostering phonetic awareness and writing skills.	Plan a "Classroom Sound Hunt," where students help label items around the room by matching sounds to letters. The teacher plays a sound, such as "buh," and guides students to find an item in the classroom that starts with that sound, like a "book" or "ball." Students then select or write the letter "b" on a label using their AAC device, keyboard, or traditional writing tool, and place it near the item. This task connects phonetic awareness to real-world objects, reinforcing the sound-letter connection in a functional, engaging way that makes learning relevant to their everyday environment.
Semiphonetic Spelling Stage: The student uses mostly consonants in written work, frequently omitting vowels in writing.	To determine if a student has mastered this level, observe their written work for consistent use of consonants while frequently omitting vowels. Mastery at this stage is demonstrated when the student can represent words mostly with consonants (e.g., writing "bt" for "bat") and does this regularly across different writing tasks. The student shows an understanding of key sounds but hasn't yet consistently included vowels in their spelling.	Encourage students to "Make a List." There are so many reasons to make lists, for example shopping for a cooking activity, student attendance, or planning a party. The teacher can provide visuals to give ideas of what to write (e.g., "milk," "bread," "eggs"), and students are asked to write down the names of the items using their understanding of sounds, focusing on consonants (e.g., writing "mlk" for milk or "brd" for bread). Students use traditional writing tools or an AAC keyboard to record their list. This task is functional and mirrors real-life list-making, allowing students to practice this early spelling naturally as they capture the main sounds of words without focusing on perfect spelling.

Early Writing & Phonetic Spelling (Level 2)



Goal	Description	Activity Example
Asynchronous Message Generation: Use symbolic language (single words in text, icons or images) to generate simple sentences (at least 3 words) given AAC device, anchor chart or word bank by selecting symbols to enter a message window or place on a sentence strip, writing, or typing.	This goal focuses on helping students generate simple sentences using symbolic language. Students are encouraged to create sentences of at least three words by selecting symbols from an AAC device, anchor chart, or word bank, and entering them into a message window, placing them on a sentence strip, or writing or typing them. Mastery is demonstrated when the student can consistently and independently create simple sentences using these tools, accurately combining symbols or words to convey a clear message without requiring step-by-step guidance.	Design a “Daily News Report” activity where students use symbolic language to create simple sentences about their day. The teacher provides visual supports such as an anchor chart with common symbols or words (e.g., “I,” “played,” “outside”). Students are prompted to generate a sentence of at least three words, such as “I played outside,” by selecting symbols on their AAC device, placing icons on a sentence strip, or typing using a keyboard. The task encourages independent sentence creation about personal experiences, reinforcing their ability to combine words and symbols into meaningful communication without direct step-by-step prompting.
Phonetic Spelling Demonstrates correct word spacing in writing (i.e., recognizes words have boundaries and can identify the need for a space)	This goal focuses on students recognizing that words have boundaries and demonstrating correct word spacing in their writing. Mastery is achieved when students consistently place spaces between words while writing, showing an understanding of the need for separation between words to ensure clarity in their sentences. This may involve using visual guides, sentence strips, or direct practice until spacing becomes an independent and routine part of their writing process.	Plan a “Build a Sentence” task where students construct simple sentences using cut-out words or cards on a sentence strip. The teacher provides individual word cards (e.g., “I,” “like,” “pizza”) and prompts the student to arrange them in the correct order, emphasizing the placement of spaces between each word. After arranging the words, students copy the sentence onto paper or type it using a keyboard, ensuring they leave spaces between words. This hands-on approach reinforces the concept of word boundaries, helping students recognize and practice correct word spacing in a functional, engaging way. This process is a step in Predictable Chart Writing, a shared writing instructional strategy.

Early Writing & Phonetic Spelling (Level 2)



Goal	Description	Activity Example
Phonetic Spelling: Use letters or letter groups to represent every speech sound in a word.	This goal focuses on students using letters or letter groups to represent every speech sound in a word, even if the spelling isn't fully conventional. Mastery is demonstrated when students consistently attempt to include a letter or group of letters for each sound they hear in a word. For example, they might spell "kite" as "kyt" or "kat" but show an effort to represent all the phonetic components of the word. This shows progress in their understanding of phonetic spelling and the connection between sounds and letters.	Plan a "Message Writing" task where students create simple notes or messages, like greeting cards or shopping lists, using phonetic spelling. Provide prompts, such as "Write a note to a friend about what you did today," encouraging students to spell words based on the sounds they hear (e.g., "I wt to the prk" for "I went to the park"). Focus on the phonetic representation of sounds rather than conventional spelling. This activity should reinforce students' ability to link sounds to letters, build their confidence, and make writing a meaningful and engaging experience.
Phonetic Spelling: Link letters to specific sounds in a consistent manner.	This goal focuses on helping students consistently link letters to specific sounds in their writing. Mastery is demonstrated when students regularly associate the same letters or letter combinations with the corresponding speech sounds in a reliable manner. For example, they consistently use "b" for the /b/ sound across different words and contexts. This consistency shows their growing understanding of the relationship between sounds and letters, an essential skill in phonetic spelling.	Conduct a "Sound Sorting" task where students match pictures of objects (e.g., ball, bat, bike) with their corresponding initial sounds. The teacher provides letter cards and prompts students to place each object under the correct letter, reinforcing the consistent association of sounds to letters. After sorting, students are encouraged to write the name of each object, focusing on accurately linking the first letter to its sound (e.g., writing "b" for all items that start with the /b/ sound). This activity helps students practice reliably connecting letters to sounds, reinforcing their phonetic spelling skills in a hands-on, engaging way.
Phonetic Spelling: Spell words phonetically, even if not always correctly.	This goal emphasizes encouraging students to spell words phonetically, meaning they attempt to represent the sounds they hear in words, even if the spelling isn't conventional or correct. Mastery is achieved when students consistently produce phonetic spellings that reflect an understanding of the sounds within a word, such as spelling "elephant" as "elfnt" or "cake" as "cak," showing progress in their ability to connect sounds to letters.	Have students create short, purposeful writing pieces like a "Menu" for a pretend restaurant or a "Story" about their day. Students are encouraged to spell words based on the sounds they hear, writing phonetically without worrying about correct spelling. For example, they might spell "pizza" as "pza" or "friend" as "frend." The teacher provides support and prompts, but the focus is on capturing sounds rather than perfect spelling. This approach helps students practice linking sounds to letters, building confidence in their ability to express themselves through writing, even if the spelling isn't fully conventional.

Transitional Spelling Stage (Level 3)



Goal	Description	Activity Example
Asynchronous Message Generation: Engage in development of a simple storyline using single words given a sentence strip or message window on AAC system by producing a single word (AAC device, picture choices or word bank) to represent the beginning, middle and end of a narrative, with partner assistance for sequencing words accurately. (e.g. "P.E." "Jackson" "run" to write that Jackson was at P.E. and he was running.)	This goal focuses on helping students develop a simple storyline using single words with the support of a sentence strip or AAC message window. Students will generate one word each for the beginning, middle, and end of a narrative, with partner assistance for sequencing. Mastery is demonstrated when students consistently generate and sequence these single-word contributions to form a basic narrative with support.	Introduce a "Story Building" task where students use an AAC device, picture choices, or a word bank to create a simple narrative. The teacher provides a sentence strip divided into three sections: beginning, middle, and end. With guided prompts, students choose a single word for each part of the story (e.g., "school," "lunch," "play") to describe a familiar sequence, such as their daily routine. The teacher assists in placing the words in the correct order, helping students understand how to sequence events. This activity encourages students to develop a basic storyline by combining their word choices into a cohesive narrative with structured support.
Begin to incorporate conventional spelling patterns.	This goal encourages students to incorporate conventional spelling patterns in their writing. Mastery is shown when students start using common spelling rules, like adding "-ing" or applying consonant-vowel patterns, with growing accuracy, reflecting an emerging understanding of standard spelling conventions.	Create a "Word Building" activity where students practice spelling words using conventional patterns, such as adding "-ing" or forming simple CVC (consonant-vowel-consonant) words like "cat" and "dog." The teacher provides a set of letter tiles and prompts students to create words using specific patterns, like turning "run" into "running." As students build words, the teacher highlights the spelling rule applied, reinforcing their understanding. This hands-on approach helps students incorporate standard spelling patterns into their writing, promoting an emerging grasp of conventional spelling rules in a fun and interactive way.

Transitional Spelling Stage (Level 3)



Goal	Description	Activity Example
Experiment with different spellings for words.	This goal encourages students to try out different spellings for words as they experiment with language. Mastery is demonstrated when students regularly attempt multiple ways to spell words, showing a willingness to explore and refine their spelling. This process is part of their learning as they move towards more accurate and conventional spelling patterns.	Guide students in a “Spelling Exploration” activity by prompting them to try different ways of spelling words during a creative writing exercise, such as writing a short story or making a list. Provide open-ended prompts like “Write about your favorite food” and encourage students to spell words as they hear them, without focusing on correctness. When a student spells a word like “cake” as “kake” or “ckake,” acknowledge their attempts and discuss the different spellings. Use this activity to encourage experimentation, helping students explore language and build confidence as they progress toward conventional spelling patterns.
Begin to use correct spelling forms, rely on phonetic approximations when unsure.	This goal encourages students to start using correct spelling forms when they know them, while relying on phonetic approximations when unsure. Mastery is demonstrated when students consistently apply accurate spelling for familiar words but use sound-based approximations for more difficult or unfamiliar words, showing a balanced approach between conventional spelling and phonetic strategies as they continue to develop their skills.	Instruct students to engage in a “Mixed Spelling Practice” activity by writing sentences or short stories based on daily prompts, such as “Describe your favorite game.” Encourage them to use correct spelling for words they know, like “play” or “fun,” while using phonetic approximations for more challenging or unfamiliar words (e.g., spelling “skateboard” as “skaytbord”). Provide gentle guidance, praising their use of correct spelling and supporting their phonetic attempts without correcting every error. This approach helps students balance conventional spelling with sound-based approximations, reinforcing their growing spelling skills.

Writing & Correct Spelling Stage (Level 4)



Goal	Description	Activity Example
Use of a variety of tools for generating text, predominantly using the alphabet (spelling) but also can make use of word prediction, prestored messages, and icons when available.	This goal focuses on students using a variety of tools to generate text. While they predominantly rely on spelling using the alphabet, they also effectively incorporate tools like word prediction, prestored messages, and icons when available. Mastery is demonstrated when students confidently and appropriately use these tools to support their writing process.	Have students create a short story or personal narrative using a variety of text generation tools. Begin with a simple prompt, such as "A Day at the Park," and instruct students to brainstorm and write using their preferred methods, including alphabet keyboards for spelling, word prediction, prestored messages, and icons. Prompt students with questions like "What happened next?" or "Who did you meet?" to help them expand their narratives. Ensure they use different tools to express their ideas fully. After drafting, have them share their stories with the class, highlighting how they effectively utilized various tools to enhance their writing.
Accurate spelling using correct dictionary spelling and applying common spelling rules correctly.	This goal focuses on students consistently using accurate spelling by applying correct dictionary spellings and common spelling rules. Mastery is demonstrated when students regularly spell words correctly, following established spelling conventions and rules.	<p>Design a functional writing task that aligns with real-world applications to reinforce accurate spelling and the use of spelling rules. Create an activity where students write purpose-driven content, such as a letter, an email, a shopping list, or instructions for a class project. For example, ask students to write a friendly letter to a classmate, a thank-you note, or a set of instructions for a game or activity, ensuring they apply correct spelling and relevant rules.</p> <p>Provide a list of related target words that include both commonly misspelled words and words that require specific spelling rules. Allow students to use resources like spell check, dictionaries, or word prediction tools to check their work. As they write, emphasize the importance of accurate spelling for clear communication. This approach not only focuses on spelling accuracy but also makes the activity meaningful and relevant, helping students understand the practical importance of correct spelling in everyday written communication.</p>

Writing & Correct Spelling Stage (Level 4)



Goal	Description	Activity Example
Use advanced phonetic and word patterns including diphthongs, digraphs, prefixes, suffixes and root words.	This goal focuses on students using advanced phonetic and word patterns, including diphthongs, digraphs, prefixes, suffixes, and root words. Mastery is demonstrated when students consistently apply these patterns accurately in their writing, showing a deeper understanding of more complex spelling rules and word structures.	Plan a writing activity that integrates the use of advanced phonetic and word patterns in a meaningful context. Have students engage in a task like writing a short story, a set of instructions, or a personal narrative that naturally incorporates words with diphthongs, digraphs, prefixes, suffixes, and root words. For example, ask students to write a short story about a recent event or create instructions for a favorite activity, ensuring they include words that demonstrate these advanced patterns. Provide a list of challenging words or a word bank that includes examples of each targeted pattern. Encourage students to use these words in their writing, applying their knowledge of phonetic rules and word structures. Support students with visual aids or reference charts that highlight common patterns and offer feedback on their use of these elements in their writing.

Writing & Correct Spelling Stage (Level 4)



Goal	Description	Activity Example
Correctly spell multisyllabic, and high-frequency words demonstrating a broad vocabulary with correct spelling.	This goal focuses on students correctly spelling multisyllabic and high-frequency words, demonstrating a broad vocabulary with accurate spelling. Mastery is demonstrated when students consistently spell these more complex words correctly across various writing tasks, reflecting strong spelling skills and an expansive vocabulary.	Design a writing activity that encourages students to use multisyllabic and high-frequency words correctly in a purposeful context. Assign a task like writing a letter, a journal entry, or a short report on a familiar topic, such as a recent class activity or a favorite hobby. Ensure the writing prompts require the use of complex, multisyllabic, and high-frequency words, such as "independent," "understand," "because" or "immediately." Provide a word list or vocabulary bank of multisyllabic and high-frequency words for students to reference. Encourage them to integrate these words into their writing, focusing on accurate spelling. Offer guidance and feedback on their word choices and spelling, helping them refine their use of more challenging vocabulary. This activity supports the practical application of advanced spelling skills and helps students expand their vocabulary in a relevant, meaningful writing task, enhancing their overall communication abilities.
Edit and revise written work (grammar, spelling, clarity); or uses word prediction tools/spell checkers to correct errors (AAC).	This goal focuses on students editing and revising their written work for grammar, spelling, and clarity. For AAC users, mastery is demonstrated when they effectively use word prediction tools or spell checkers to correct errors. Success is shown when students consistently refine their writing to improve accuracy and coherence.	Assign a writing task that includes editing and revising as a key component, such as drafting an email, a class newsletter article, or a set of instructions for a classroom activity. Once students have completed their initial drafts, guide them through the process of reviewing and refining their work for grammar, spelling, and clarity. Provide checklists or guidelines that focus on common errors and areas for improvement, like sentence structure, word choice, and punctuation. For AAC users, instruct students to use word prediction tools or spell checkers available on their devices to identify and correct mistakes. Encourage all students to read their work aloud, either to themselves or with a partner, to spot unclear or incorrect parts that need adjustment. Provide targeted feedback and support, ensuring they understand how to make effective revisions. This activity reinforces the importance of editing and revising in real-world writing, helping students enhance the accuracy and coherence of their communication through practical application.