

Grade Level Standard:	Extended or Adapted Standard:
------------------------------	--------------------------------------

Highest Level of Symbol Use



Lowest Level of Symbol Use



	Grade Level		Alternate Achievement Standard			
	Typical Expectation (Not adapted)	Abstract Symbolic Communication- <i>Going Far with Symbols</i>	Concrete Symbolic Communication- <i>Moving Forward with Symbols</i>	Presymbolic Communication- <i>Beginning with Symbols</i>		OFF THE CHART- Not linked to grade level standard
Student Symbol Use	Reads/ Writes at or near grade level	Reads sight words/ picture cues May count and recognize numbers	Recognizes pictures May also use range of objects symbolically	Uses objects or gestures to communicate; relies on immediate context to use object symbolically (e.g., show cup to drink)		
Presentation of content: Adapted for Symbol Level						
Student Performance						
Activity (How do you teach the skill at each level?)						

Modified from Browder, D. M., Wakeman, S. Y., Flowers, C., Rickelman, R., Pugalee, D., & Karvonen, M. (2007). Creating access to the general curriculum with links to grade level content for students with significant cognitive disabilities: An explication of the concept. *Journal of Special Education, 41*(1), 2-16.