



Family Interpretation Guide for the Mississippi Early Learning Standards for Classrooms

Mississippi Early Learning Standards are very important in the daily lives of teachers and students. Families should also have knowledge about MS Early Learning Standards to provide learning support in the home and to make well-informed educational decisions regarding their child.

The definition for each code is listed below:

Code 1= Needs Improvement- the student exhibits the desired skill in isolated or rare instances, or with a great deal of support

Code 2= Making Progress- the student exhibits the desired skill more frequently with teacher support

Code 3= Developing As Expected-the student exhibits consistent progress toward the desired skill with little teacher support

Code 4= Advanced Development-the student exhibits mastery of the desired skill with little teacher support and is ahead of expected developmental knowledge and progress toward the skill

Below, you will find code level descriptors and code level performance exemplars for a Pre-Kindergarten literacy standard.

Sample Grade Level Coding Exemplar

ELA.RF.PK4.1d			
Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.			
Code 1 Needs Improvement	Code 2 Making Progress	Code 3 Developing	Code 4 Advanced Development
Your child exhibits the skill in isolated, rare instances, or needs consistent support from teachers and adults.	Your child is making some steady progress toward the desired skill.	Your child is making consistent progress and requires minimal assistance from teachers and adults.	Your child fully understands the desired skill and ahead of expected developmental knowledge and progress toward the skill.
Code 1 Example	Code 2 Example	Code 3 Example	Code 4 Example
Your child may be able to sing or recite the alphabet, but he or she does not yet recognize letters in isolation.	Your child can identify some letters in his or her name with supports (hints) and prompts (pictures, prompts, adult help by making verbal and visual connects).	Your child can independently identify his or her own name in print and distinguish between capital and lowercase letters.	Your child recognizes all letters in isolation. In addition to his or her own name, your child recognizes the printed names of close friends and relatives.



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Frequently Asked Questions (FAQs)

What if my child is not making progress?

If your child is not making progress, his or her teacher will provide more opportunities to learn the skill using different teaching strategies. The teacher may also provide your child more time to practice at his or her current performance level. The teacher will coordinate with families how to best support learning at home.

How do teachers determine how or when students move to the next code level?

When the teacher observes your child apply the skill with less assistance, prompting, or independently, he or she will be moved to the next skill level.

What is the teacher looking to see in advanced development?

The teacher is looking to see that your child is able to independently apply the skill in various settings and levels of difficulty. The teacher will consistently observe your child exceed knowledge expectations for your child's grade or age group for this skill.