

### 3-5 LANGUAGE PROFICIENCY LEVELS

(Expectations based on student's grade level)

	3-5	Listening/Speaking	Reading	Writing
Level 1	<b>Beginning</b>	<ul style="list-style-type: none"> <li>• Very limited understanding of English</li> <li>• Learns to distinguish and produce English phonemes</li> <li>• Uses words, gestures, and actions</li> <li>• Practices repetitive social greetings</li> <li>• Imitates verbalizations of others to communicate:               <ul style="list-style-type: none"> <li>○ Basic needs</li> <li>○ Participate in discussions and activities</li> <li>○ Respond to simple directions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expresses self using words, drawings, gestures, and actions to:               <ul style="list-style-type: none"> <li>○ Sequence simple text</li> <li>○ Answer literal questions</li> <li>○ Make simple predictions</li> </ul> </li> <li>• Aware of familiar sounds</li> <li>• Recognizes and produces rhyming words containing familiar sounds</li> <li>• Uses and comprehends highly contextualized vocabulary</li> <li>• Follows simple written directions (e.g., color, cut, glue)</li> <li>• Reads sight words</li> <li>• Begins to understand concepts of print</li> </ul>	<ul style="list-style-type: none"> <li>• Draws, labels</li> <li>• Writes familiar words and sight words</li> <li>• Writes to name, describe, or complete a list</li> <li>• Begins to use invented spelling, capital letters, participates in group editing</li> <li>• Identifies an intended audience</li> <li>• Sequences pictures to assist with organization</li> <li>• Uses graphic organizers to convey main ideas and details</li> <li>• Participates in group writing process</li> </ul>
	<b>Advanced Beginning</b>	<ul style="list-style-type: none"> <li>• Uses words and/or phrases</li> <li>• Uses appropriate social greetings</li> <li>• Participates in social discussions on familiar topics</li> <li>• Participates in academic discussions on familiar topics</li> <li>• Develops correct word order in phrases</li> <li>• Begins to use academic vocabulary</li> <li>• Recalls events (using picture cues) in simple stories and expository text read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses self using words and/or phrases to identify:               <ul style="list-style-type: none"> <li>➤ Characters</li> <li>➤ Setting</li> <li>➤ Main idea and details</li> <li>➤ Compare and contrast</li> <li>➤ Cause and effect</li> </ul> </li> <li>• Aware of familiar and unfamiliar sounds</li> <li>• Uses word-meaning strategies</li> <li>• Applies inflectional endings to words</li> <li>• Increases sight-word and academic vocabulary</li> <li>• Distinguishes between genres</li> <li>• Reads highly contextualized text composed of simple sentences</li> <li>• Applies concepts of print</li> </ul>	<ul style="list-style-type: none"> <li>• Writes unfamiliar words and phrases</li> <li>• Begins to write based on a model or frame</li> <li>• Demonstrates inconsistent use of:               <ul style="list-style-type: none"> <li>➤ Capitals</li> <li>➤ Punctuation</li> <li>➤ Correct spelling</li> </ul> </li> <li>• Writes for self, family, friends, and teacher</li> <li>• Brainstorms and writes rough draft</li> <li>• Participates in group revision</li> </ul>

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	3-5	<b>Listening/Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>Level 2</b>	<b>Intermediate</b>	<ul style="list-style-type: none"> <li>• Uses simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement</li> <li>• Participates in social discussions</li> <li>• Participates in academic discussions</li> <li>• Begins to use root words, affixes, and cognates to determine the meaning of new words</li> <li>• Uses appropriate social and academic vocabulary for different audiences with teacher guidance (register)</li> <li>• Recalls main idea/s and details (using picture cues) in stories and expository text read aloud</li> <li>• Responds to and asks wh- and yes/no questions</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses self using simple sentences</li> <li>• Produces unfamiliar sounds</li> <li>• Decodes word patterns</li> <li>• Uses word-meaning strategies</li> <li>• Begins to read familiar text fluently</li> <li>• Increases vocabulary through reading across content areas</li> <li>• Uses text features to:               <ul style="list-style-type: none"> <li>○ Gain meaning</li> <li>○ Monitor for comprehension</li> <li>○ Describe images from text</li> <li>○ Connects text to prior knowledge</li> </ul> </li> <li>• Distinguishes between:               <ul style="list-style-type: none"> <li>○ Fiction/non-fiction</li> <li>○ Fact/opinion</li> <li>○ Fantasy/reality</li> </ul> </li> <li>• Infers and makes generalizations from text</li> <li>• Reads text at student's reading level across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Writes simple sentences</li> <li>• Demonstrates increasing control of:               <ul style="list-style-type: none"> <li>○ Capitals</li> <li>○ Punctuation</li> <li>○ Correct spelling</li> <li>○ Word order</li> <li>○ Subject/verb agreement</li> </ul> </li> <li>• Develops own voice in writing</li> <li>• Distinguishes among registers for different audiences</li> <li>• Recognizes the cultural backgrounds of potential audience</li> <li>• Uses basic transitions</li> <li>• Writes individually and in a group process</li> </ul>
<b>Level 3</b>	<b>Advanced</b>	<ul style="list-style-type: none"> <li>• Uses descriptive sentences with common grammatical forms with some errors</li> <li>• Participates in social discussions</li> <li>• Participates in academic discussions</li> <li>• Uses simple figurative language and idiomatic expressions in discussions</li> <li>• Uses root words, affixes, and cognates to determine the meaning of new words</li> <li>• Uses appropriate social and academic vocabulary for different audiences (register)</li> <li>• Retells stories with at least five story elements</li> <li>• Paraphrases expository text read aloud with teacher guidance (grades 4-5)</li> <li>• Asks questions to clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses self using descriptive sentences to:               <ul style="list-style-type: none"> <li>○ Identify theme</li> <li>○ Recognize literary devices</li> <li>○ Compare and contrast</li> </ul> </li> <li>• Uses a variety of strategies to monitor comprehension</li> <li>• Recognizes phonemes within multi-syllabic words</li> <li>• Uses word parts to determine word meanings</li> <li>• Reads with increasing fluency</li> <li>• Independently confirms word meanings</li> <li>• Uses a variety of resources for research</li> <li>• Follows multi-step written directions</li> <li>• Text increases in length and complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Uses descriptive sentences</li> <li>• Writes for a variety of audiences and purposes</li> <li>• Uses grade level conventions inconsistently</li> <li>• Refines voice in writing</li> <li>• Begins to adjust registers for different audiences</li> <li>• Respects the cultural backgrounds of potential audience</li> <li>• Uses a topic sentence and supporting details</li> <li>• Follows the five step writing process (with assistance in editing and revising)</li> </ul>

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<b>Level 4</b>	<p style="text-align: center;"><b>Transitional</b></p> <p>Has met criteria for exiting Transitional Bilingual Instructional Program (TBIP)</p>	<ul style="list-style-type: none"> <li>• Speaks clearly and comprehensibly using standard English grammatical forms with occasional errors</li> <li>• Uses academic vocabulary in a variety of contexts and situations</li> <li>• Gives oral presentations</li> <li>• Uses appropriate register for different audiences and purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts reading rate as needed</li> <li>• Uses academic vocabulary, uses multiple meaning words appropriately</li> <li>• Analyzes literary elements</li> <li>• Uses comprehension and questioning strategies, summarizes text, analyzes and applies persuasive devices</li> <li>• Explains cause and effect, citing evidence from text</li> <li>• Develops research skills</li> <li>• Follows increasingly complex written directions</li> <li>• Comprehends grade level text</li> </ul>	<ul style="list-style-type: none"> <li>• Uses academic vocabulary across content areas</li> <li>• Uses standard grammar and conventions with teacher support as needed</li> </ul>