

6-8 LANGUAGE PROFICIENCY LEVELS

| 6-8 | | Listening/Speaking | Reading | Writing |
|----------------|---------------------------|--|--|--|
| Level 1 | Beginning | <ul style="list-style-type: none"> • Very limited understanding of English • Learns to distinguish and produce English phonemes • Uses words, gestures, and actions • Practices repetitive social greetings • Imitates verbalizations of others to communicate: <ul style="list-style-type: none"> ○ Basic needs ○ Participate in discussions and activities ○ Respond to simple directions | <ul style="list-style-type: none"> • Expresses self using words, drawings, gestures, and actions to: <ul style="list-style-type: none"> ○ Sequence simple text ○ Answer literal questions ○ Make simple predictions • Aware of familiar and unfamiliar sounds • Recognizes and produces rhyming words containing familiar sounds • Uses and comprehends highly contextualized vocabulary • Follows simple written directions (e.g., circle, underline, match) • Reads short phrases • Begins to understand concepts of print | <ul style="list-style-type: none"> • Draws, labels • Writes familiar words and sight words • Writes to name, describe, or complete a list • Begins to use invented spelling, capital letters, participates in group editing • Identifies an intended audience • Sequences pictures to assist with organization • Uses graphic organizers to convey main ideas and details • Participates in group writing process |
| | Advanced Beginning | <ul style="list-style-type: none"> • Uses words and/or phrases • Uses appropriate social greetings • Participates in social discussions • Participates in academic discussions • Develops correct word order in phrases • Begins to use academic vocabulary • Recalls details (using cues) in stories and expository texts read aloud and identifies the main points | <ul style="list-style-type: none"> • Expresses self using words and/or phrases to identify: <ul style="list-style-type: none"> ○ Characters ○ Setting ○ Main idea and details ○ Compare and contrast ○ Cause and effect • Aware of familiar and unfamiliar sounds • Uses word-meaning strategies • Applies inflectional endings to words • Increases sight-word and academic vocabulary • Distinguishes between genres • Reads highly contextualized text composed of simple sentences • Applies concepts of print | <ul style="list-style-type: none"> • Writes unfamiliar words and phrases • Begins to write based on a model • Demonstrates inconsistent use of: <ul style="list-style-type: none"> ○ Capitals ○ Punctuation ○ Correct spelling • Records and gives directions • Writes for self, family, friends, and teacher • Brainstorms and writes rough draft • Participates in group revision • Offers feedback on others' writing |

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| Level 2 | Intermediate | <ul style="list-style-type: none"> • Uses simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement • Participates in social discussion • Participates in academic discussions • Begins to use root words, affixes, and cognates to determine the meaning of new words • Begins to support main ideas with details • Uses appropriate social and academic vocabulary for different audiences with teacher guidance (register) • Retells stories with at least three story elements • Paraphrases expository text read aloud with teacher guidance • Asks questions to clarify | <ul style="list-style-type: none"> • Expresses self using simple sentences • Recognizes common root words and affixes • Produces unfamiliar sounds • Decodes word patterns • Uses word-meaning strategies • Begins to read new text fluently • Increases vocabulary through reading across content areas • Uses text features to: <ul style="list-style-type: none"> ○ Gain meaning ○ Monitor for comprehension ○ Describe images from text ○ Connects text to prior knowledge • Distinguishes between: <ul style="list-style-type: none"> ○ Fiction/non-fiction ○ Fact/opinion ○ Fantasy/reality • Infers and makes generalizations from text • Reads text at student’s reading level across content areas | <ul style="list-style-type: none"> • Writes simple sentences, complex sentences, and paragraphs • Demonstrates increasing control of: <ul style="list-style-type: none"> ○ Capitals ○ Punctuation ○ Correct spelling ○ Syntax • Develops own voice in writing • Begins to adjust registers for different audiences • Respects the cultural backgrounds of potential audience • Uses basic transitions • Chooses and maintains a focus, utilizing a topic sentence and supporting details • Writes individually and in a group process |

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| Level 3 | Advanced | <ul style="list-style-type: none"> • Uses descriptive sentences with common grammatical forms with some errors • Participates in social discussions Participates in academic discussions • Uses simple figurative language and idiomatic expressions in discussions • Uses root words, affixes, and cognates to determine the meaning of new words • Uses appropriate social and academic vocabulary for different audiences (register) • Retells stories with at least five story elements • Paraphrases expository text read aloud with teacher guidance • Asks questions to clarify and check for understanding | <ul style="list-style-type: none"> • Expresses self using descriptive sentences to: <ul style="list-style-type: none"> ○ Identify theme ○ Recognize literary devices ○ Compare and contrast • Uses a variety of strategies to monitor comprehension • Recognizes phonemes within multi-syllabic words • Uses word parts to determine word meanings, identifies multiple meaning words across content areas • Reads with increasing fluency, adjusting rate as needed • Independently confirms word meanings, • Uses a variety of resources for research • Follows multi-step written directions • Text increases in length and complexity | <ul style="list-style-type: none"> • Uses descriptive sentences • Develops a topic in multiple paragraphs using topic sentences and supporting details • Adjusts registers for different audiences • Respects the cultural backgrounds of potential audience • Uses grade level conventions inconsistently • Refines voice in writing • Distinguishes between relevant and irrelevant details • Follows the five step writing process (with assistance in editing and revising) |
| Level 4 | <p align="center">Transitional</p> <p>Has met criteria for exiting Transitional Bilingual Instructional Program (TBIP)</p> | <ul style="list-style-type: none"> • Speaks clearly and comprehensibly using standard English grammatical forms with occasional errors • Uses academic vocabulary in a variety of contexts and situations • Gives oral presentations • Uses and explains appropriate register for different audiences and purposes | <ul style="list-style-type: none"> • Adjusts reading rate as needed • Uses academic vocabulary and multiple meaning words appropriately • Analyzes literary elements • Uses comprehension and questioning strategies, summarizes text, analyzes and applies persuasive devices • Develops research skills • States cause and effect, citing evidence from text • Follows increasingly complex written directions • Comprehends grade level text | <ul style="list-style-type: none"> • Uses academic vocabulary across content areas • Uses standard grammar and conventions with teacher support as needed |