

## 9-12 LANGUAGE PROFICIENCY LEVELS

|                | 9-12                      | Listening/Speaking  | Reading  | Writing  |
|----------------|---------------------------|---|--|--|
| <b>Level 1</b> | <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 and unfamiliar sounds</li> <li>• Recognizes and produces rhyming words containing familiar sounds</li> <li>• Uses and comprehends highly contextualized vocabulary</li> <li>• Follows multi-step written directions (e.g., circle, underline, match)</li> <li>• Reads short phrases and sentences</li> <li>• Begins to understand concepts of print</li> </ul>  | <ul style="list-style-type: none"> <li>• Draws, labels</li> <li>• Writes familiar words, sight words, and unfamiliar 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</li> <li>• Participates in academic discussions</li> <li>• Develops correct word order in phrases</li> <li>• Begins to use academic vocabulary</li> <li>• Recalls details (using cues) in stories and expository texts read aloud and identifies the main points</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> <li>○ Draws conclusions</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 content-area vocabulary</li> <li>• Distinguishes between genres</li> <li>• Reads highly contextualized paragraph-length 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 a song or poem based on a model</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>• Records and gives directions</li> <li>• Writes for self, family, friends, and teacher</li> <li>• Brainstorms, writes rough draft, and edits work</li> <li>• Participates in group revision</li> <li>• Offers feedback on others' writing</li> </ul> |

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| <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>• Begins to support main ideas with details</li> <li>• Uses appropriate social and academic vocabulary for different audiences with teacher guidance (register)</li> <li>• Retells stories with at least five story elements</li> <li>• Paraphrases expository text read aloud with teacher guidance</li> <li>• Asks questions to clarify</li> </ul> | <ul style="list-style-type: none"> <li>• Expresses self using descriptive sentences</li> <li>• Understands roots and affixes</li> <li>• Produces unfamiliar sounds</li> <li>• Decodes multi-syllabic words</li> <li>• Uses word-meaning strategies</li> <li>• Begins to read new text fluently</li> <li>• Increases vocabulary through reading across content areas</li> <li>• Uses text features to gain meaning, monitors for comprehension, visualizes and describes images from text, connects text to prior knowledge</li> <li>• Distinguishes between fact/opinion and fantasy/reality, infers and makes generalizations from text</li> <li>• Reads text containing compound sentences, yes/no questions, negative, simple past and future tense, and pronoun referents across content areas</li> </ul> | <ul style="list-style-type: none"> <li>• Writes simple sentences, compound sentences, and paragraphs</li> <li>• Demonstrates increasing control of:               <ul style="list-style-type: none"> <li>○ Capitals</li> <li>○ Punctuation</li> <li>○ Correct spelling</li> <li>○ Syntax</li> </ul> </li> <li>• Uses reference tools to self-edit conventions</li> <li>• Develops own voice in writing</li> <li>• Organizes paragraphs using a topic sentence and supporting details</li> <li>• Begins to adjust registers for different audiences</li> <li>• Uses basic transitions</li> <li>• Chooses and maintains a focus, utilizing a topic sentence and supporting details</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 key story elements</li> <li>• Paraphrases expository text read aloud with teacher guidance</li> <li>• Asks questions to clarify and check for 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, identifies multiple meaning words across content areas</li> <li>• Reads with increasing fluency, adjusting rate as needed</li> <li>• Independently confirms word meanings</li> <li>• Uses a variety of resources for research</li> <li>• Text increases in length and complexity</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses descriptive sentences</li> <li>• Develops a topic in multiple paragraphs using topic sentences and supporting details</li> <li>• Distinguishes between relevant and irrelevant details</li> <li>• Adjusts registers for different audiences</li> <li>• Respects the cultural backgrounds of potential audience</li> <li>• Uses grade level conventions inconsistently</li> <li>• Refines voice in writing</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><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 and explains 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 and multiple meaning words appropriately</li> <li>• Uses comprehension and questioning strategies, summarize text, analyzes and applies persuasive devices</li> <li>• Develops research skills</li> <li>• States cause and effect, citing evidence from text</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> |