

K-2 LANGUAGE PROFICIENCY LEVELS
(Expectations based on student's grade level)

	K-2	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 • Hears and produces familiar sounds • Reads sight words • Uses and comprehends highly contextualized vocabulary • Listens to text read aloud • Begins to understand concepts of print 	<ul style="list-style-type: none"> • Draws, labels, copies familiar 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 • 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 on familiar topics • Participates in academic discussions on familiar topics • Develops correct word order in phrases • Begins to use academic vocabulary 	<ul style="list-style-type: none"> • Expresses self using words and/or phrases to: <ul style="list-style-type: none"> ○ Identify characters ○ Identify setting ○ Compare and contrast • Hears and produces familiar and unfamiliar sounds • Increases sight vocabulary • Uses word-meaning strategies • Reads patterned and repetitive text • Applies concepts of print 	<ul style="list-style-type: none"> • Writes sight words and phrases • Demonstrates inconsistent use of: <ul style="list-style-type: none"> ○ Capitals ○ Punctuation ○ Correct spelling • Identifies an intended audience • Begins to write based on a model • Brainstorms and writes rough draft • Participates in group revision

K-2 LANGUAGE PROFICIENCY LEVELS
(Expectations based on student's grade level)

	K-2	Listening/Speaking	Reading	Writing
Level 2	Intermediate	<ul style="list-style-type: none"> • Uses simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement: • Recalls details in stories and expository text read aloud using cues • Participates in social discussions • Participates in academic discussions • Begins to use academic vocabulary • Selects appropriate social and academic vocabulary for different audiences with teacher guidance (register) • Asks questions 	<ul style="list-style-type: none"> • Expresses self using simple sentences to: <ul style="list-style-type: none"> ○ Describe images from text ○ Connect text to prior knowledge • Makes generalizations based on text • Monitors for comprehension • Produces unfamiliar sounds • Decodes word patterns • Reads sight words • Reads familiar words in context • Increases vocabulary through reading • Uses text features to gain meaning • Distinguishes between: <ul style="list-style-type: none"> ○ Fiction/non-fiction ○ Fact/opinion ○ Fantasy/reality • Follows simple written directions (e.g., color, cut, glue) 	<ul style="list-style-type: none"> • Writes simple sentences • Demonstrates increasing control of: <ul style="list-style-type: none"> ○ Capitals ○ Punctuation ○ Correct spelling • Writes for self, family, friends, and teacher • Writes individually and in a group process
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 • Retells stories using descriptive sentences • Begins to use word patterns to determine the meaning of new words • Uses appropriate social and academic vocabulary for different audiences with teacher guidance (register) • Asks questions to clarify 	<ul style="list-style-type: none"> • Expresses self using descriptive sentences to: <ul style="list-style-type: none"> ○ Identify theme ○ Recognize literary devices • Uses a variety of strategies to monitor comprehension • Recognizes phonemes within multi-syllabic words • Uses word parts to determine word meanings • Reads with increasing fluency • Independently confirms word meanings • Follows multi-step written directions • Text increases in length and complexity 	<ul style="list-style-type: none"> • Uses simple and descriptive sentences • Begins to adjust register for different audiences • Uses grade level conventions inconsistently • Needs assistance in editing and revising

K-2 LANGUAGE PROFICIENCY LEVELS

(Expectations based on student's grade level)

	K-2	Listening/Speaking	Reading	Writing
Level 4	<p>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 • Gives oral presentations • Uses appropriate social and academic vocabulary for different audiences (register) 	<ul style="list-style-type: none"> • Adjusts reading rate as appropriate • Uses academic vocabulary, uses multiple meaning words appropriately • Follows increasingly complex written directions • Reads and 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