

Checklist of Language Skills for Use with Limited English Proficient Students

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Basic Interpersonal Communication Skills (BICS)			Cognitive Academic Language Proficiency Skills (CALPS)		
<i>A. Listening</i>	<i>L1</i>	<i>English</i>	<i>A. Listening</i>	<i>L1</i>	<i>English</i>
1. Follows classroom directions.			1. Follows specific directions for academic tasks according to curriculum guide.		
2. Points to classroom items.			2. Understands vocabulary for academic tasks according to curriculum guide (i.e., word meaning, word synonyms for operations).		
3. Distinguishes items according to color, shape, size, etc.			3. Understands teacher's discussion and distinguishes main ideas from supportive details.		
4. Points to people (family relationships).			4. Understands temporal concepts (e.g., do this first, second, last).		
5. Distinguishes people according to physical and emotional states.			5. Distinguishes sounds for reading readiness activities.		
6. Acts out common school activities.			6. Listens to a movie or other audio-visual presentation with academic content.		
7. Distinguishes environmental sounds.					

<i>B. Speaking</i>	<i>L1</i>	<i>English</i>	<i>B. Speaking</i>	<i>L1</i>	<i>English</i>
1. Gives classroom commands to peers.			1. Asks/answers specific questions regarding topic discussions.		
2. Exchanges common greetings.			2. Uses academic vocabulary appropriately.		
3. Names classroom objects.			3. Uses temporal concepts appropriately.		
4. Describes classroom objects according to color, shape, etc.			4. Asks for clarification during academic tasks.		
5. Describes people according to physical and emotional states.			5. Expresses reason for opinion.		
6. Describes what is happening when given an action picture of a common recreational activity.			6. Actively participates in class discussions.		
7. Appropriately initiates, maintains, and responds to a conversation.			7. Volunteers to answer questions in class regarding subject matter.		
8. Recites ABCs, numbers 1-10.					
9. Appropriately answers basic questions.					
10. Participates in sharing time.					

<i>C. Reading</i>	<i>L1</i>	<i>English</i>	<i>C. Reading</i>	<i>L1</i>	<i>English</i>
1. Recognizes common traffic/safety signs.			1. Uses sound symbol association		
2. Recognizes familiar advertising logos (e.g., McDonald's, HEB).			2. Uses mechanics of spatial skills (i.e., top-to-bottom, left-to-right).		

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<i>C. Reading</i>	<i>LI</i>	<i>English</i>	<i>C. Reading</i>	<i>LI</i>	<i>English</i>
3. Recognizes basic sight words.			3. Understands rules of punctuation/ capitalization.		
			4. Understands reading as a process (i.e., speech-print relations, syllables).		
			5. Reads for comprehension.		
			6. Follows along during oral reading activity and responds at his/her turn.		
			7. Appropriate use of text (i.e., index).		
			8. Demonstrates an interest in reading.		
			<i>D. Writing</i>	<i>LI</i>	<i>English</i>
			1. Completes written expression activities according to curriculum guide.		
			a. Completes simple sentence frames.		
			b. Generates simple sentences.		
			c. Writes from dictation.		
			d. Writes short paragraphs.		
			2. Transfers from print to cursive at the appropriate grade level.		
			3. Understands spatial constraints of writing (i.e., lines, top-to-bottom, left-to-right).		
			4. Understands mechanics of writing (i.e., punctuation, paragraphing).		
			5. Demonstrates an interest in writing.		

Resources used to develop checklist:

Erickson, J. and Omark, D. (1981) *Communication Assessment of the Bilingual-Bicultural Child*, Baltimore: University Park Press.

Krashen, S. and Terrel, T. (1983). *The Natural Approach*. California: The Alemary Press.

Schooling and Language Minority Students: A Theoretical Framework. (1981). Office of Bilingual-Bicultural Education, Department of Education, Calif.

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