

## CHECKLIST OF LANGUAGE SKILLS FOR USE WITH LIMITED ENGLISH PROFICIENT STUDENTS

Form to be completed by Classroom Language Arts Teacher

Directions: mark boxes "Yes", "No" or "NA" as applicable

BICS/CALP p. 1-2

### BICS Basic Interpersonal Communication Skills – 2+ years for fluency

<b>A. Listening</b>	<i>English</i>	<b>C. Reading</b>	<i>English</i>
1. Follows classroom directions.		1. Recognizes common traf- fic/safety signs	
2. Points to classroom items.		2. Recognizes familiar advertising lo- gos (e.g., McDonald's, HEB).	
3. Distinguishes items according to color, shape, size, etc.		3. Recognizes basic sight words.	
4. Points to people (family relationships).			
5. Distinguishes people accord- ing to physical and emotional states.			
6. Acts out common school activities.			
7. Distinguishes environmental sounds			
<b>B. Speaking</b>	<i>English</i>		
1. Gives classroom commands to peers.			
2. Exchanges common greetings.			
3. Names classroom objects.			
4. Describes classroom objects according to color, shape, etc.			
5. Describes people according to physical and emotional states.			
6. Describes what is happening when given an action picture of a common recreational ac- tivity.			
7. Appropriately initiates, main- tains, and responds to a conversation.			
8. Recites ABCs, numbers 1-10.			
9. Appropriately answers basic questions.			
10. Participates in sharing time.			

**BICS Points:**  
(number of "yeses")

Listening                    \_\_\_/7  
 Speaking                    \_\_\_/10  
 Reading                     \_\_\_/3

Total possible: \_\_\_/20

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**CALP Points:**  
(number of "yeses"  
from next page)

Listening                    \_\_\_/6  
 Speaking                    \_\_\_/7  
 Reading                     \_\_\_/8  
 Writing (9)                 \_\_\_/9

Total possible: \_\_\_/30

**CALP Cognitive Academic Language Proficiency– 5-7 years for fluency**

<b>A. Listening</b>	<i>English</i>	<b>C. Reading</b>	<i>English</i>
1. Follows specific directions for academic tasks according to curriculum guide.		1. Uses sound symbol association	
2. Understands vocabulary for academic tasks according to curriculum guide (i.e., word meaning, word synonyms for operations).		2. Uses mechanics of spatial skills (i.e., top-to-bottom, left-to-right).	
3. Understands teacher's discussion and distinguishes main ideas from supportive details.		3. Understands rules of punctuation/capitalization.	
4. Understands temporal concepts (e.g., do this first, second, last).		4. Understands reading as a process (i.e., speech-print relations, syllables).	
5. Distinguishes sounds for reading readiness activities.		5. Reads for comprehension.	
6. Listens to a movie or other audiovisual presentation with academic content.		6. Follows along during oral reading activity and responds at his/her turn.	
<b>B. Speaking</b>		7. Appropriate use of text (i.e., index).	
1. Asks/answers specific questions regarding topic discussions.		8. Demonstrates an interest in reading.	
2. Uses academic vocabulary appropriately.		<b>D. Writing</b>	
3. Uses temporal concepts appropriately.		1. Completes written expression activities according to curriculum guide.	
4. Asks for clarification during academic tasks.		2. Completes simple sentence frames.	
5. Expresses reason for opinion.		3. Generates simple sentences.	
6. Actively participates in class discussions.		4. Writes from dictation.	
7. Volunteers to answer questions in class regarding subject matter.		5. Writes short paragraphs.	
		6. Transfers from print to cursive at the appropriate grade level.	
		7. Understands spatial constraints of writing (i.e., lines, top-to bottom, left-to-right).	
		8. Understands mechanics of writing (i.e., punctuation, paragraphing).	
		9. Demonstrates an interest in writing.	

Form Completed By \_\_\_\_\_

Date \_\_\_\_\_

Student Name \_\_\_\_\_

Student ID # \_\_\_\_\_