

LANGUAGE PROFICIENCY CHECKLIST*

Name of Student _____ Date _____

First Language _____ Home Language _____ School Language _____

Completed by _____ Title _____

Directions: Please check skills which you have observed as having been mastered by the above student in First language (L1) or English as appropriate.

<p>BICS (Basic Interpersonal communication Skills) learned through personal experience</p>	<p><u>L1</u> <u>English</u></p>
_____ 1. Follows general classroom directions; knows where supplies are kept	_____ _____
_____ 2. Acts out common school activities	_____ _____
_____ 3. Gives classroom commands to peers	_____ _____
_____ 4. Exchanges common greetings	_____ _____
_____ 5. Describes classroom objects; describes people	_____ _____
_____ 6. Retells a familiar story	_____ _____
_____ 7. Initiates, maintains and responds to a conversation	_____ _____
_____ 8. Appropriately answers basic questions	_____ _____
_____ 9. Participates in sharing time	_____ _____
_____ 10. Narrates a story	_____ _____
_____ 11. _____	_____ _____

<p>CALP (Cognitive/Academic Language Proficiency) learned through academic, structured school instruction</p>	<p><u>L1</u> <u>English</u></p>
_____ 12. Follows specific directions for academic tasks	_____ _____
_____ 13. Understands and use academic vocabulary appropriately	_____ _____
_____ 14. Understands teacher’s discussion and distinguishes main ideas from supporting details	_____ _____
_____ 15. Understands and uses temporal (first, last, etc) and spatial (top, bottom, left, etc.) concepts	_____ _____
_____ 16. Distinguishes letter sounds	_____ _____
_____ 17. Asks/answers specific questions regarding topic discussions	_____ _____
_____ 18. Verbally uses all 8 parts of speech correctly	_____ _____
_____ 19. Asks for clarification during academic tasks	_____ _____
_____ 20. Actively participates in class discussions; volunteers to answer questions.	_____ _____
_____ 21. Adds an appropriate ending after listening to a story	_____ _____
_____ 22. Uses sound/symbol association	_____ _____
_____ 23. Decodes words	_____ _____
_____ 24. Understands rules of punctuation/capitalization for reading	_____ _____
_____ 25. Follows along during oral reading	_____ _____
_____ 26. Reads for comprehension	_____ _____
_____ 27. Uses glossary, index, appendix, etc.	_____ _____
_____ 28. Demonstrates an interest in reading	_____ _____
_____ 29. Completes simple unfinished sentences	_____ _____
_____ 30. Generates simple sentences	_____ _____
_____ 31. Writes form dictation	_____ _____
_____ 32. Writes short paragraphs	_____ _____
_____ 33. Writes in cursive	_____ _____
_____ 34. Uses correct punctuation, paragraphing, merging	_____ _____
_____ 35. Demonstrates an interest in writing	_____ _____
_____ 36. Editing	_____ _____

Comments: _____

* Adapted from “Checklist for Language Skills” (B. Bernhard & B. Loera) BL SpEd Conference 8/90

Classroom Behaviors Possibly Associated with Learning Disabilities
and Second Language Acquisition (ELL Student)

CLASSROOM BEHAVIOR:

Learning Disabled Student

ELL Student

May be quiet or withdrawn

May be quiet or withdrawn during initial time in 2nd language class.

May move about constantly

May show a lot of movement when becomes frustrated

Is often tardy or absent

Not as much importance put on regular school attendance in many cases

May have difficulty with peer relationships

Little difficulty with dominant language friends

Is disorganized

Degree of organization depends on the child, not on the language

Is easily distracted

May appear distracted, but may be due to lack of understanding

Displays inconsistencies in behavior

May display inconsistency in behavior when does not understand

Seems to misunderstand oral directions

“Misunderstands” due to lack of experience with 2nd language

VERBAL: FIRST LANGUAGE:

VERBAL: SECOND LANGUAGE:

May hesitate often when speaking (revisions and false starts due to processing problems)

May hesitate often when speaking in English (revisions and false starts due to lack of vocabulary)

Has poor verbal expression for age

May have poor verbal expression in English

READING: 2nd Grade or Above

Frequent substitutions for words

Frequent substitutions for words

Loses place, repeats words

May lose place, repeat words

Does not read fluently

Does not read fluently

Confuses similar words and letters

Confuses similar words and letters

Uses fingers to follow along

May use fingers to follow along

Does not usually read willingly

May not read willingly

Confused by words with multiple meanings

Confused by words with multiple meanings

SPELLING: 2nd grade or above

Learned spelling words are not used correctly in spontaneous writing

May use incorrect order of letters in words

Has difficulty copying from board or other source

May reverse letters and words (mirror image)

WRITING: 2nd grade or above

Cannot stay on line

Has difficulty copying from board or other source

Uses poor written expression for age

Is slow in completing written work

Frequently writing is laborious

Frequently does not integrate learned grammar skills into spontaneous writing activities

MATHEMATICS:

Has difficulty associating number with symbol

Cannot remember math facts

Confuses columns, spacing and math process signs

Has difficulty with story problems

Fails to comprehend math concepts

MOTOR:

Displays poor coordination for age

May have problems of balance

May confuse right and left, even after age 7

May have poor muscle strength for age

Lacks rhythm in movements, loses sequence

ELL Student

Learned spelling words are not used spontaneous writing. Spells with Spanish phonetic system.

May use incorrect order of letters in words

Uses Spanish phonetic system in English written expression

Is slow in completing written work in English

Frequently writing is laborious and slow in English

Frequently does not integrate learned grammar skills into skills into spontaneous writing activities

Limited English vocabulary causes difficulty with story problems

Limited English vocabulary causes difficulty with new or abstract math concepts

DEVELOPMENT OF PRIMARY LANGUAGE

DEVELOPMENT OF SECOND LANGUAGE

Pre-Kindergarten

Silent Period: Child does not speak for first year of life but participates in countless listening activities.

Early Responses: These occur in a physical mode as child responds to commands, i. e., "Pick up teddy bear," etc. speech is not expected yet.

Oral Responses: First speech is usually single words, such as nouns. Production is reinforced with praise and excitement.

Error Correction: Minimal. Syntax errors are developmental. Parent negotiates for meaning, i.e., "Do you mean chocolate milk?"

Language Experiences: Embedded in context, where meaning is clear. Conversations relate to concrete, here and now objects or experiences.

Enter School

Concept Development: An Integral part of language at this stage. The student is able to communicate fully. Vocabulary is expanded.

Reading: Readiness skills lead to beginning reading with ease in most instances.

Writing: The student begins to handle the mechanics of writing.

Continues to expand all areas of academic skills.

This developmental sequence begins regardless of age or grade at which a student engages in second language instruction.

Whenever students enter 2nd language school environment

Silent Period: Student learning a second language needs time to listen and understand rather than being pushed into production. (approximately six months)

Physical Response: Activities are an excellent method of assuming understanding of language without pressure to produce.

Oral Response: Student will answer with one word, and/or yes/no responses. Comprehension is more advanced than production.

Error Correction: Student will benefit more from teacher modeling correct responses than from negative correction techniques.

Language Acquisition: Can be encouraged through varied activities which provide comprehensible input.

Concepts: Those learned in primary language are labeled and transferred into the second language. New concepts are developed in second language.

Reading: Literacy in second language is achieved with ease if above steps have been followed.

Writing: Mechanics of written language are developed.