

**Basic Interpersonal Communication Skills (BICS)  
Cognitive Academic Language Proficiency (CALP)**

Cognitively Undemanding (BICS) Social Language Acquisition: 2 years	
<p>Context Embedded</p> <ul style="list-style-type: none"> <li>Survival language (playground, simple ordering of food; inability to communicate needs by speaking, but can indicate needs by pointing, gesturing, etc.).</li> <li>Can follow directions if a model is provided.</li> <li>Can negotiate understanding by the speaker's actions facial expressions, gestures, etc.</li> <li>TPR (Total Physical Response).</li> <li>Choosing the correct answer when asked questions, such as: Do you want the red one or the green one (and the speaker is pointing to the items)?</li> </ul> <p align="right">A</p>	<p>Context Reduced</p> <ul style="list-style-type: none"> <li>Telephone conversations (because they are not communicating face to face).</li> <li>Filling out a job application with no model to follow.</li> <li>Reading directions without illustrations.</li> <li>Simple written text.</li> <li>Simple homework assignment with nothing to connect it to the work done in class.</li> </ul> <p align="right">B</p>
<p align="right">C</p> <ul style="list-style-type: none"> <li>Book reports using a template format.</li> <li>Instruction through graphic organizers, visuals, realia, role play.</li> <li>Presenting an academic paper</li> <li>Dramatic scenes where students memorize lines (a play).</li> <li>Doing hands-on experiments through scientific inquiry</li> <li>Math with manipulatives</li> </ul>	<p align="right">D</p> <ul style="list-style-type: none"> <li>Standardized Tests</li> <li>Text without visuals.</li> <li>Lectures.</li> <li>Listening to the news.</li> <li>Math word problems.</li> <li>Mainstream content text.</li> </ul>
Cognitively Demanding (CALP) Academic Language Acquisition (5-7 years)	

- Quadrant A lists tasks that are simple, and the English learner can determine meaning by looking at the speaker's face and gestures. If an ELL cannot understand the words, the speaker can modify or repeat the utterance.
- In Quadrant B, the tasks are cognitively simple, but the tasks are cognitively simple, but the ELL has no way to negotiate meaning from the context. Thus, comprehension is more difficult.
- Context clues are embedded in quadrant A, but not evident in quadrant B.
- In quadrant C, notice that the tasks involve more advanced cognitive abilities, but context clues are embedded with the task, making comprehension clear. Students are able to perform the academic tasks because of visual and graphic scaffolding.
- In Quadrant D, no context clues are embedded within the activities; students will begin to fail because they lack the academic language necessary to complete the academic task.