



Bridging Refugee Youth & Children's Services

---

This document is provided by the BRYCS Clearinghouse.

---

## Newcomer Center Competency Checklist

By the Rochester Public Schools

Reproduced with permission from the Rochester Public Schools,  
Minnesota

© 2010



BRYCS is a project of the United States Conference of Catholic Bishops/Migration and Refugee Services (USCCB/MRS)

1-888-572-6500/ [info@brycs.org](mailto:info@brycs.org)/ [www.brycs.org](http://www.brycs.org)

**NEWCOMER CENTER COMPETENCY CHECKLIST - GRADES 6-12 –revised 6/13/05**

\* **These guidelines suggest what is expected of the newcomer center student before he/she is transferred to the residential school.**

NAME:	STUDENT ID#:	DOB:	SEX:
SCHOOL:	GRADE:	COUNTRY/LANGUAGE:	
DATE ENTERED NCC:	DATE EXITING NCC:		

**E = Exposure    BC = Basic Concept    M = Mastery**

	E	BC	M		E	BC	M		E	BC	M
<b>1.COMPREHENSION</b> -*John's pg 150, 171, 151, 173, 174				<b>ORAL PRODUCTION (continued)</b>				-Calendar			
-Simple Commands				-Safety rules				-There is/there are			
-Simple questions WH words				-School vocabulary				-Plural nouns			
-Survival phrases				-Eight basic colors				-Shapes/basic math (terms & numbers)			
-Following oral directions				-Animals				-Money			
-Safety rules				-Health and emergencies				-Time			
-Inflections: ed/s/'s				-Food-cafeteria, fast food, ethnic				<b>3. READING READINESS</b>			
								<b>-*John's pg 466, 500</b>			
-Numbers (ordinal/cardinal)				-Transportation (school and city)				-Following basic oral directions			
-Write or draw a response that demonstrates comprehension				-Weather: seasons				-Matching			
<b>2. ORAL PRODUCTION</b> -*John's pg. 481				-Clothing appropriate for seasons				-Sequencing			
-Telephone conversations:				-Body parts				-Categorizing			
-Excuse from school				-Subject pronouns/obj. pronoun/poss. adj.				-Visual discrimination of letters in print & cursive forms & upper & lower case.			
-Appointments				-Plurals							
-Message				-Verbs (to be, want, need, like, have see): present tense				-Spatial concepts: position			
Survival phrases:								-Directionality			
-Emergency vocabulary				-Progressive tense				-Sound/symbol recognition:			
								-alphabet (oral/visual, upper/lower case, print/cursive)			
-Health information				-Past tense							
-Asking directions				-Future tense				-Distinguishing phonemes			
								<b>-*John's pg 487</b>			
-Simple questions (WH words:): answer simple wh questions				-Subject/verb agreement				-Initial consonants			
-Language experience stories				-Adjectives: feelings and conditions				-Final consonants			
People:				-Biodata				-Consonant blends			
-Family relationships				-Contractions				-Intro to vowels, short and long			
-Occupations				-Greetings				-Basic sight words to correspond to expected oral production (everyday environment)			
								-Use onset & rhyme to decode simple words			
-Classroom objects				-Basic house/household							
-School site vocabulary								-Reading language experience stories			

	E	BC	M		E	BC	M		E	BC	M
3. READING READINESS (cont)				<b>6. ORIENTATION TO SCHOOL SITE</b>				<b>7. MATHEMATICS COMPETENCIES</b> <b>*Fast Math</b>			
-Contribute to pre-reading discussions (make predictions)				-Smoking				-Recognizes the numerals 0-100			
-Retell familiar stories (beginning, middle, end)				-Attending: tardiness				-Counts from 0-100			
-Derive meaning from visual elements in texts, pictures				-Absence				-Understands basic math facts for addition, subtraction, division, and multiplication as age appropriate			
-Begin to use bilingual dictionary				-Locker				*-Fast Math Test Score:  Entry _____  Exit _____  *John's Basic Reading Inventory			
<b>4. WRITING – *John's pg. 405</b>				-Gym: clothing							
-Manuscript writing: Production				-Vocabulary							
-Recognition				-School supplies							
-Cursive alphabet: Production				-School routine							
-Recognition				-Cafeteria: -Food choices							
-Alphabetical order				-Payment by computer							
-Personal information				-Table manners							
-Number word -one to twenty				-Bus							
-Thirty to one hundred				-Understanding and following classroom directions							
-Ordinals				-Computer lab -Logging on -Keyboarding -Word processing -Simple power point -Simple web searches							
-Language experience stories: -Will generate simple sentences				-Interaction with others							
-Punctuation/capitals				-Hygiene: -Shower, shampoo, deodorant, tissues				-Enclose an exit writing sample:  Yes _____  No _____			
-Sight words to correspond to expected oral production (everyday environment)											
-Simple dictations											
<b>5. CULTURAL INFORMATION</b>											
-Symbols of U.S.											
-Geographical information											
-Holidays (as appropriate)											
-Recognize/use map or globe											
-Identify continents and oceans											
-Use direction words in relation to a map: -Be able to interpret maps											
-Make and interpret charts & symbols											
-Acquire a basic vocabulary for social studies											