



**ISS**

SINGAPORE CAMPUS

**Realising Potential**

# **ESL Guidelines and Procedures**

Revised 1 August 2017





## **Purpose of this Document**

This document should be read in conjunction with the school's Language Guidelines. Its purpose is to provide a detailed description of the support that ISS provides for English Language Learners.

## **Notes on terminology**

- 1) In line with other ISS documentation the term English as a Second Language (ESL) will be used. ISS appreciates however that for many learners English may be one of a number of languages which they speak.
- 2) MYP Language Acquisition Phases 1-3 is equivalent to WIDA MODEL English proficiency levels 1 (Entering), 2 (Beginning), 3 (Developing). (see appendix 5)

## **Admissions**

While ISS is a non-selective inclusive school, the Head of School is authorized in accordance with the Admissions policy not to accept students for whom the school feels it has inadequate resources.

Table 1 in the appendix outlines the WIDA Grade level adjusted composite proficiency level at which the School will accept students for its programmes.

The process for assessing potential candidates for ISS is outlined in the following section.

### **During term time:**

The Admissions Office screens student files and refers to the Head of School. The Admissions Office organizes with the ESL department for W-APT testing. The relevant Principal reviews the file, test results and recommendations from the ESL teacher. The Principal places the student in the appropriate grade and the student receives ESL support, if required.

During non-term times:

The admissions office screens student files to screen students who have one or more parents who are not native English speakers. They refer to the Head of School via email, cross-referencing with the current ESL student list for placement. Then the student is placed in the appropriate grade. The ESL teacher tests the new student when they commence school and the student immediately begins to receive ESL support, if necessary.

Fees for ESL Support Services

Each semester a fee is charged for ESL support services as outlined in the table below. The finance department will generate the invoice for relevant students.

**Fee Structure:**

|  | Title                     | Fee per semester              |
|--|---------------------------|-------------------------------|
|  | PYP ESL Withdrawal Gr1-5  | \$2,250 (\$2,407.50 with GST) |
|  | PYP ESL Inclusion Gr1-5   | \$1,500 (\$1,605.00 with GST) |
|  | MYP ESL Supported Gr 6-10 | \$2,250 (\$2,407.50 with GST) |

**ESL Support in the Elementary School**

**ESL at ISS Elementary School K1 and K2**

In K1 and K2 the early language development of students, whether they are native speakers or learning English as an additional language, are closely aligned. As a result the support for non-native speakers of English is provided through differentiation provided by the class teacher.

**ESL at ISS Elementary School Grades 1-5**

The ESL programme at ISS strives to provide our English Language Learners with the skills, strategies, content knowledge and practice, which are necessary to be successful learners of English both academically and socially in the school environment. ESL teachers work collaboratively with classroom teachers to ensure that the individual needs of students are met. ESL students acquire the skills and knowledge to be successful at their required grade level. At ISS we recognize the importance of our students' mother tongues and we believe that home language development supports English language learning success. We therefore encourage our students to develop and maintain their mother tongue at home.

The aim of the ESL programme is to:

- Promote ESL student learning by facilitating their full and equal access to the curriculum
- Provide an optimum environment for learning language
- Support ESL students' transition to our school culture
- Enable students to participate successfully in all school activities
- Develop students' language proficiency skills in the areas of listening, speaking, reading and writing
- Build the students' confidence in using English both in and outside of the classroom

The language development of students in the ESL program is continuously monitored. Students learn language in a safe and nurturing environment in which language is easily accessible. Students receive support in small group pull-out instruction and/or in-class support, in which the ESL specialist co-teaches lessons or provides in-class small group guidance or one-on-one support, when necessary.

### **Levels of Support in the Elementary School**

In the Elementary School there are two levels of ESL support;

- Withdrawal
- Inclusion

All students in Grades 1 to 5, who speak at home a language other than English, are tested upon entry with the W-APT (Wida Adaptive Placement Test) to assess their English language proficiency. This testing includes continuing students from K2 classes.

Students, whose proficiency levels are at WIDA Phases 1 and 2, will receive withdrawal lessons 3 times a week from the ESL integrator. Students at WIDA Phase 3 will receive differentiated in-class support 3 times a week from the ESL integrator. The ESL integrator will also work closely with the Class teachers and other integrators to ensure that work is differentiated for students' language needs.

#### **WIDA Phase 1 and 2 (Withdrawal Level)**

The withdrawal level class is for emerging and developing ESL students who have limited or no English proficiency and is conducted at the same time and frequency as Mandarin. They will learn:

- Basic social skills
- Vocabulary and structure
- Language skills of listening, speaking, reading and writing

- To understand and develop the PYP learner profile and attitudes
- To develop vocabulary and content reading linked to their units of inquiry
- Independent working and thinking skills

#### Progressing to ESL Inclusion Level

- Students can exit the withdrawal ESL level when they have demonstrated the ability and skills to work with less support in a classroom setting.
- The students will complete the WIDA MODEL test at the end of each semester and will achieve a result of at least an overall grade level adjusted composite literacy level of 3.1 before moving into the inclusion program.

#### WIDA Phase 3 (Inclusion Level)

Students at the Inclusion Level are consolidating their English language skills. They can speak, understand, read and write English fluently enough to work in the mainstream classroom but they are below grade level in one or more language strands, thus requiring support.

The ESL integrator comes into the class to support the inclusion students and works with the students in small groups in their class during timetabled inclusion classes. Inclusion lessons are often an opportunity to conduct small reading and literacy groups or team-teach specific language skills. This provides students with more individual support within their classroom. The ESL integrator collaborates with the classroom teacher to ensure each ESL student's needs are sufficiently differentiated.

ESL Inclusion students:

- should be able to follow the routines and lessons of the class with some support and are challenged to develop independent learning skills.
- still require support with developing their English to a grade level competency. The classroom teacher and the ESL integrator provide language support and scaffolding in many areas of language learning such as; grammar structures, word order, spelling and inferential reading comprehension.

#### WIDA Phase 4 and above (Exiting the Inclusion Level)

- In order to exit the ESL programme, the ESL integrator and the classroom teacher will consider the students' attitude to learning, level of motivation, class participation and risk-taking skills.
- The teachers will also consider the student's ability to work independently to a satisfactory level and achieve successful marks at grade level.
- Students can only exit the program when they have successfully passed a grade level adjusted composite literacy level of at least 4.5 on the WIDA MODEL test.

## **ESL at ISS Middle School Grades 6-8**

Students from Grades 6 to 8 who test into Phase 1, 2 and 3 on the WIDA English proficiency entrance test will be placed in The MYP (ESL Supported) Programme which runs from Grade 6-10. (see below). In the Middle School, the content is modified and delivered in a sheltered and nurturing environment in the following core subjects: Language Acquisition, Individuals and Societies, Science, Design, and Mathematics. There is an emphasis on building academic English vocabulary, appropriate terminology and skills. Students in Phase 4 will no longer be placed in the MYP ESL Supported programmes, Phase 4 students who need additional English language assistance as they transition into the MYP may receive language support on a as need basis. The language support teacher meets with MYP teachers to discuss student progress and to assist in planning.

### **Middle School Classes/schedule:**

6.1 = Phases 1-3    7.1= Phases 1-3    8.1 = Phases 1-3

Individual & Societies (ESL supported)

Design (ESL supported)

Math (ESL supported)

Science (ESL supported)

PE (mixed English proficiency levels)

Arts (mixed English proficiency levels)

6.1 = 4 periods English Language Acquisition + 4 periods English Language support in lieu of Language and Literature

7.1 = 3 periods English Language Acquisition + 4 periods English Language support in lieu of Language and Literature

8.1 = 3 periods English Language Acquisition + 4 periods English Language support in lieu of Language and Literature

## **ESL at ISS High School Grades 9-10**

Students need to have reached Phase 2 to enroll in Grade 9. Students need to have reached Phase 3 to enroll in Grade 10. Students who have not yet reached Phase 4 will be placed in the MYP (ESL Supported) Programme which runs from Grade 6-10 (see below).

In the High School the content is modified and delivered in a sheltered and nurturing environment in the following core subjects: Language Acquisition, Individuals and Societies, Science, Design, and the Arts (Music, Art, Drama). There is an emphasis on English vocabulary, appropriate terminology and skills. Mother Tongue, Physical Education classes are in mixed English proficiency classes.

Mathematics are in mixed English proficiency classes after Term 1. Phase 2 and 3 students will also be enrolled in the differentiated online reading program, Empower3000, and attend English Language Support classes in addition to their English Acquisition class in order to further consolidate their English language development. Phase 2 and 3 students will also receive in-class support from the ESL Specialist in their core subject classes. Students in Phase 4 and 5 will have their language needs met by differentiation by the subject teachers.

**High School Classes/schedule:**

9.1 = Phase 2

9.2 = Phase 3

10.1 = Phase 3

Individual & Societies (ESL supported)

Math (ESL supported G9 Semester 1 then placed in Mathematics ability groups from Gr 9 Term 2 onwards)

Science (ESL supported)

PE (mixed English proficiency levels)

The Arts (ESL Supported) - 1 term rotation depending on student numbers in the MYP section

English Acquisition (according to the MYP Phases)

English Language Support (ESL Specialists)

\*Mother Tongue (mixed English proficiency levels)

Grade 9 Phase 2 will not do MT but an extra block of ELS.

**MYP Supported Grades 6-10**

**Vision statement:**

The MYP (ESL supported) at ISS aims to prepare English as a Second Language Learners (ESL) in grade levels 6-10 for pathways to the IB MYP and IB DP. The MYP (ESL supported) program provides a rigorous but rewarding educational programme which is aligned to the MYP. In addition, the content is modified and delivered in a sheltered and nurturing environment. Specifically, this program helps students improve in the four language domains of speaking, listening, reading and writing across all subject areas.

**Who:**

Grade 6: Phases 1,2,3

Grade 7: Phases 1,2,3

Grade 8: Phases 1, 2,3

Grade 9: Phases 2,3

Grade 10: Phase 3

### **Testing timeframes:**

- All new students at ISS starting August 2016 onwards will take the W-APT (WIDA Adaptive Placement Test) to determine placement into Language Acquisition phases
- Students will be tested twice a year
- Grade 6-8 students who reach Phase 4 will exit ESL Supported at the end of the Semester
- Grades 9-10 students who reach Phase 4 will exit ESL Supported at the end of the Academic Year.

### **Assessments for Placement, Movement and Exit:**

- W-APT (Wida Adaptive Placement Test) for new students for placement into grade and phase.
- MODEL( Measurement of Development of English Language) as summative language test to determine movement of phase
- Content area and Language Acquisition teacher observations/recommendations
- Student portfolios
- MYP Language Acquisition Phases 1-3 is equivalent to WIDA MODEL English proficiency levels 1 (Entering), 2 (Beginning), 3 (Developing).
- Once students test into WIDA MODEL level 4 (Expanding), they will exit the ESL supported programme in G6 - 8. In G9 - 10, students placement into the next phase will only occur at the end of the academic year. However, English Acquisition movement can occur at the end of Semester 1.
- The process for exiting the ESL Supported program is monitored case by case, and if a case deems necessary movement and space in the MYP classes allow for it, then students can exit and be moved at the end of Semester 1.
- Refer to the WIDA Can-do descriptors for specific insight in the four language domains of speaking, listening, reading and writing. (Appendix 4).

### **Curriculum and teaching**

Teachers plan lessons and teach according to their grade-level curriculum and familiarise students with the MYP criteria, using the WIDA ELD (English development standards), Can-do philosophy and MPIs (Model Performance Indicators) to modify subject area content. Teachers will also modify summative assessments based on phase and English proficiency of the students. Content area teachers will have access to National Geographic/Cengage INSIDE/EDGE, science and humanities textbooks to further differentiate and modify subject area content.

## **Planning time**

ESL Supported teachers have planning time among content area teachers and Language Acquisition teachers to communicate about student progress, develop common assessments and share best practices.

## **Agreements made by families upon admissions:**

- Attend intensive English support classes during lunch or after school ECAs (MS only)
- Attend an ESL Spring or Summer school recommended by the school
- Ensure strong tutor relationships with school
- Forge and maintain strong partnership between teachers and parents/guardians/tutors. This is crucial to ensure a successful pathway once they have exited ESL supported programme.

## **Reporting in MYP ESL Supported**

### **Introduction**

When beginning to set up assessment and reporting structures for phase 1-3 students at ISS, the aim is to create an accurate reflection of the student progress in learning in a subject and how this is related back to the student and ultimately the parents.

### **Rationale**

Students who are at phase 1-3 in their English language development need to be supported and differentiated for within the IBMYP. The MYP framework is jargon heavy, word heavy and utilises a high degree of student independence. These are strengths of the framework but also a pitfall if you are a phase 1-3 student who cannot yet access learning because they can't linguistically access the criteria. The approach ISS is making will reflect and provide feedback on the definition of learning in each criteria of the MYP subjects.

### **Outcome**

The intended outcome from this approach is to move students as effectively as possible from Phase 1-3 into Phase 4, at which point they exit ESL Supported.

## Reporting guidelines for Middle School

There are two distinct reporting guidelines in MS for phase 1-3. The first guideline is for the MYP (ESL supported) subjects in Science, Individuals & Societies, Arts, Design, Math, PE. The second is for Language Acquisition. Following is a guide on how to most suitably report on phase 1-3 students in these groupings.

### **Science/Individuals and Societies/Mathematics/Arts/Design/Physical education**

- Students are introduced to segments of the course but **content and tasks are modified and scaffolded** to enable English language learners to demonstrate their knowledge and skills through the medium of English.
- Feedback for the summative assessment is given to students through the use of modified subject criteria.
- In the MYP ESL supported core subjects, the MYP Year 1 criteria is modified/adapted/strands removed for students with WIDA scores 1.0-3.4. These strands are also modified so that they are more accessible to English language learners.
- The Grades 6-7 MYP Year 1 criteria with full strands will be used for students with WIDA scores (3.5-4.0)
- The Grade 8 MYP Year 3 criteria with full strands will be used for students with WIDA scores (3.5-4.0)
- All phase 1-3 students will be expected to attempt all tasks according to their language level
- For phase 1-3 students the subject's **summative** tasks are assessed by providing comments and an achievement level so students are aware of their progress. However, **NO** achievement levels numbers will be given in the semester reports.
- Semester reports will reflect specific areas and skills from WIDA can-do descriptors, modified criteria and ATLs that students need to develop in the form of a narrative comment

- Semester reports will also include a productive and receptive skills checklist. Only **ONE** checklist for each student will reflect student progress from all subjects

Examples (taken from Design (Year 3):

*Student X is receiving a narrative report for IBMYP Design, as she is developing her English language skills. Currently these skills do not allow her to fully access the IBMYP Design criteria to reflect her ability in this subject.*

*Student X has the ability to state a research problem when given scaffolded guidance. Student X can list a few basic success criteria for a design solution and present an idea. She demonstrates satisfactory technical skills when creating the solution. Student X can identify the strengths and weaknesses of her design. She has been able to organise tasks, with guidance, in a given time. (ATL cluster Self Management- ATK skill organisation: time management) Student X comes prepared for class and has the necessary equipment required in MYP Design. (ATL cluster Self Management- ATK skill organisation: self management)*

### **Language Acquisition**

Reporting on Phase 1-3 students progress:

- All students are assessed according to Language Acquisition criteria A, B, C and D according to different Phases.
- All students also receive a narrative comment.

### **Clear communication**

For phase 1-3 students reporting will differ for parents, students and teachers, in that there will not be a grade given. The rationale and philosophy of this will be shared with all invested parties. Students, so that they understand their assessment; parents, so that they recognise that learning is being reported upon; and teachers so that they recognise a clear format and pathway for the reporting on phase 1-3 students.

### **Notification of Phase movement**

As a student moves from phase 1-3 to phase 4, parent letters will go home notifying them of phase movement and entering into Mother Tongue class.

## **Reporting guidelines for High School**

There are two distinct reporting guidelines in HS for phase 2-3. The first guideline is for the MYP (ESL supported) subjects in Science, Individuals & Societies, Arts, Design, Math, PE. The second is for English Acquisition. Following is a guide on how to most suitably report on phase 2-3 students in these groupings.

All students will receive a report card after they have been attending ISS for six weeks. If a student arrives less than six weeks prior to reporting period, a full report is not written.

- The Grades 9 Phase 2 MYP Year 1 criteria with full strands will be used.
- The Grade 9 Phase 3 MYP Year 3 criteria with full strands will be used.
- The Grade 10 Phase 3 Semester 1 MYP Year 3 criteria with full strands will be used.
- The Grade 10 Phase 3 Semester 2 MYP Year 3 criteria with full strands will be used.
- Semester reports reflect specific areas, skills and ATLs that students need to develop.

Summative reports are issued four times a year via Managebac. Students receive an interim report at the end of Term 1 and Term 3 which are the mid-semester reports and are an indication from the Kampong teachers of how the student has been settling in and focuses on the ATL's. No subject narrative or grade is given at this point.

The End of Semester Reports contain a full summative report with grades in each criteria and an overall grade plus narrative comment from subject teachers.

### **Notification of Phase movement**

As a student moves from phase 2-3 to phase 4, parent letters will go home notifying them of phase movement and parents are invited into school for a meeting to clarify the transition process.

## **Transcripts**

All transcripts will be accompanied with an explanation of the course and the grade received on the transcript.

### **Testing students who have exited from ESL supported**

- Grades 6-8 phases 4-5 will be tested once in May
- Grade 9- 10 phases 4-5 will be tested twice a year

### **ESL at ISS High School Grades 11-12**

In order to ensure that students are able to engage with the academic language required within the DP programme, the school requires students to be working in English at WIDA grade level adjusted composite literacy level 4 or above to be accepted into the DP programme.

Students in WIDA Level 4 and 5 will take English B Higher Level and Language and Literature (mother tongue).

## Appendices

### Appendix 1

#### ESL Support at ISS Summary Chart

Students at ISS in Grade 1-10 who are assessed as being in WIDA Grade level adjusted composite literacy levels 1-3 will receive dedicated ESL support as outlined below. The language needs of students of students in WIDA Phase 4 and above will be catered for by in class differentiation by the relevant teachers.

| Grade Level | WIDA Phase 1  | WIDA Phase 2   | WIDA Phase 3  |
|-------------|---|--|---|
| K1- K2      | Differentiated support provided by the class teacher. No formal ESL programme.  |  |   |
| Gr 1-5      | 3 periods a week of 'withdrawal' support instead of students attending Mandarin.  |  | In class 'inclusion' support provided by the ESL specialist 3 times a week. |
| Gr 6-8      | <p><b>MYP ESL Supported Programme:</b><br/>                     Individual &amp; Societies (ESL supported)<br/>                     Design (ESL supported)<br/>                     Math (ESL supported)<br/>                     Science (ESL supported)<br/>                     PE (mixed English proficiency levels)<br/>                     Arts (mixed English proficiency levels)<br/>                     6.1 = 4 periods English Language Acquisition + 4 periods English Language support in lieu of Language and Literature<br/>                     7.1 = 3 periods English Language Acquisition + 4 periods English Language support in lieu of Language and Literature<br/>                     8.1 = 3 periods English Language Acquisition + 4 periods English Language support in lieu of Language and Literature</p> |  |   |
| Gr 9        | No Phase 1 students accepted into Gr 9. Students who have not reached Phase 2 by the start of Gr 9 will be required to repeat Gr 8.   | <p><b>MYP ESL Supported Programme:</b><br/>                     Individual &amp; Societies (ESL supported)<br/>                     Math (ESL supported Semester 1 then streamed in Term 2)<br/>                     Science (ESL supported)<br/>                     PE (combined with mixed English proficiency levels)<br/>                     The Arts(ESL Supported) - one term rotation depending on student numbers in the MYP Section</p> |   |

|          |   |   |  |
|----------|---|---|--|
|          |   | English Acquisition (according to the MYP Phases)<br>English Language Support (ESL Specialists)                                       |  |
| Gr 10    | No Phase 1 students accepted into Gr 10   | No Phase 2 students accepted into Gr 10. Students who have not reached Phase 3 by the start of Gr 10 will be required to repeat Gr 9. | <b><u>MYP ESL Supported Programme:</u></b><br>Individual & Societies (ESL supported)<br>Math (Streamed)<br>Science (ESL supported)<br>PE (combined with mixed English proficiency levels)<br>The Arts (ESL Supported) - one term rotation depending on student numbers in the MYP Section<br>English Acquisition (according to the MYP Phases)<br>English Language Support (ESL Specialists) |
| Gr 11-12 | No Phase 1-3 students are accepted into the Diploma Programme. Students in WIDA Level 4 and 5 will take English B Higher Level and Language & Literature Mother Tongue. |   |  |

## **Appendix 2**

### MYP ESL Supported Assessment Criteria

| Grade Level/Semester | Phase 1             | Phase 2             | Phase 3 (WIDA 3.0 3.4) | Phase 3 (WIDA 3.5-4.0) |
|----------------------|---------------------|---------------------|------------------------|------------------------|
| 6 Semester 1         | MYP Year 1 adapted* | MYP Year 1 adapted* | MYP Year 1 adapted*    | MYP Year 1             |
| 6 Semester 2         | MYP Year 1 adapted* | MYP Year 1 adapted* | MYP Year 1 adapted*    | MYP Year 1             |
| 7 Semester 1         | MYP Year 1 adapted* | MYP Year 1 adapted* | MYP Year 1 adapted*    | MYP Year 1             |
| 7 Semester 2         | MYP Year 1 adapted* | MYP Year 1 adapted* | MYP Year 1 adapted*    | MYP Year 1             |
| 8 Semester 1         | MYP Year 1 adapted* | MYP Year 1 adapted* | MYP Year 1 adapted*    | MYP Year 3             |
| 8 Semester 2         | MYP Year 1 adapted* | MYP Year 1 adapted* | MYP Year 1 adapted*    | MYP Year 3             |
| 9 Semester 1         |                     | MYP Year 1          | MYP Year 3             | MYP Year 3             |
| 9 Semester 2         |                     | MYP Year 1          | MYP Year 3             | MYP Year 3             |
| 10 Semester 1        |                     |                     | MYP Year 3             | MYP Year 3             |
| 10 Semester 2        |                     |                     | MYP Year 3             | MYP Year 3             |

\* = see table below for summary of adaptations.

### **Summary of Adaptations to assessed criteria WIDA 1-3.4 Grades 6-8**

(Click on hyper Links for details)

| Subject Area/Criterion                  | A   | B   | C   | D   |
|---|---|---|---|---|
| <a href="#">Arts</a>                    | Modified Language Strand iii removed  | Modified Language Strand ii removed               | Modified Language Strand ii removed                   | Modified Language Strands i and ii removed  |
| <a href="#">Design</a>                  | Modified Language Strand i removed from level 1-2<br>Strand iii removed from level 1-4<br>Strand iv removed | Modified Language Strand i removed from level 1-2 | Modified Language Strand iv removed from level 3-4    | Modified Language Strand i removed from level 1-4<br>Strand iv removed  |
| <a href="#">Individuals and Society</a> | Modified language added in italics  | Unchanged from Year 1 Objectives                  | Includes strands from Language Acquisition objectives | Unchanged from Year 1 Objectives  |
| <a href="#">Mathematics</a>             | Modified language in level 7-8  | Modified language                                 | No modifications                                      | Modified language throughout all levels<br>Level 1-2: Removed strand i<br>Level 3 - 4: Removed strands i, iii<br>Level 5 -6: Removed strands iv, v<br>Level 7 - 8: Removed strand v |
| <a href="#">Physical Education</a>      | Modified language in Strand (i) - all levels<br>Strand (ii) - level 7-8<br>Strand (iii) - level 7-8         | Modified language in Strand (ii) level 3-8.       | No changes  | Modified language in strands (ii) & (iii) - all levels.   |

|                         |   |                   |                   |                   |
|-------------------------|---|-------------------|-------------------|-------------------|
| <a href="#">Science</a> | Modified Language<br>Level 1-2:<br>Removed strand iii<br>Level 3-4:<br>Removed strand iii | Modified Language | Modified Language | Modified Language |
|-------------------------|---|-------------------|-------------------|-------------------|

### **ISS Middle School ESL Supported Report - Phases 1-3**

| <b>Receptive skills</b>  | <b>Performance Indicators</b> |    |    |    |
|--|-------------------------------|----|----|----|
| <b>LISTENING</b>   | BE                            | AE | ME | EE |
| follows multi step oral directions and instructions                        |                               |    |    |    |
| understands everyday conversation  |                               |    |    |    |
| Identify information based on oral statements (charts, tables)             |                               |    |    |    |
| understands key words/short phrases in content areas                       |                               |    |    |    |
| <b>READING</b>   |                               |    |    |    |
| Associates letters with sounds and objects                                 |                               |    |    |    |
| vocabulary development (use pre-taught words to complete simple sentences) |                               |    |    |    |
| Identify topic sentences, main ideas and details in paragraphs             |                               |    |    |    |
| <b>Productive skills</b>   |                               |    |    |    |
| <b>SPEAKING</b>  |                               |    |    |    |
| pronunciation (says sounds, words, phrases clearly)                        |                               |    |    |    |
| Express everyday needs and wants (asks for help and answers questions)     |                               |    |    |    |
| fluency (participates in conversations, discussions)                       |                               |    |    |    |
| grammar (uses clear sentences, correct tense & correct word order)         |                               |    |    |    |
| <b>WRITING</b>   |                               |    |    |    |
| ability to print/write legibly   |                               |    |    |    |
| sentence structure (correct grammar and word order)                        |                               |    |    |    |
| verb tenses  |                               |    |    |    |
| spelling   |                               |    |    |    |
| punctuation and capitalization   |                               |    |    |    |
| produce short paragraphs with main ideas and some details                  |                               |    |    |    |
| vocabulary (uses descriptive language)                                     |                               |    |    |    |

**BE= Below expectations AE= Approaching expectations ME= Meeting expectations EE=Exceeds Expectations**

MYP students not in ESL Supported are assessed as:

| Grade Level/Semester | Phase 4 or above |
|----------------------|------------------|
| 6 Semester 1         | MYP Year 1       |
| 6 Semester 2         | MYP Year 1       |
| 7 Semester 1         | MYP Year 3       |
| 7 Semester 2         | MYP Year 3       |
| 8 Semester 1         | MYP Year 3       |
| 8 Semester 2         | MYP Year 3       |
| 9 Semester 1         | MYP Year 5       |
| 9 Semester 2         | MYP Year 5       |
| 10 Semester 1        | MYP Year 5       |
| 10 Semester 2        | MYP Year 5       |

### Appendix 3 WIDA Framework Testing

#### **Grades 1-5**

| <p><b>Upon entry into ISS International School, the W-APT (WIDA Adaptive Placement Test) is conducted for all students who are non-native English speakers; that includes students who have one parent who is a native English speaker. This will also be administered to Grade 1 students individually in August.</b></p> |   |                 |   |
|--|---|-----------------|---|
| Month  | Test  | Administered by | Grade   |
| Throughout school year   | W-APT   | ESL teachers    | All grades to determine ESL placement.  |
| November   | WIDA (MODEL - Measurement of Development of English Language) | ESL teachers    | All grades to track progress of ESL students and for reporting and placement purposes.  |
| May  | WIDA (MODEL - Measurement of Development of English Language) | ESL teachers    | All grades to track progress of ESL students and for reporting and placement purposes.  |
| May  | W-APT   |                 | K2 - before entering G1 to determine language proficiency for G1 and numbers for placement in G1 classes and for admissions to have an idea of ESL numbers for G1 in the following academic year. |

### **MYP (ESL supported) Grades 6-10**

**Upon entry into ISS International School, the W-APT (WIDA Adaptive Placement Test) is conducted for all students who are non-native English speakers; that includes students who have one parent who is a native English speaker. This will also be administered to Grade 1 students individually in August.**

| Month                  | Test  | Administered by               | Grade                                      |
|------------------------|---|-------------------------------|--|
| Throughout school year | W-APT   | Language Acquisition teachers | New students in 6-10 for placement         |
| Semester 1             | WIDA (MODEL - Measurement of Development of English Language) | Language Acquisition teachers | 6-10 for reporting and placement purposes. |
| Semester 2             | WIDA (MODEL - Measurement of Development of English Language) | Language Acquisition teachers | 6-10 for reporting and placement purposes. |

Results are shared with class teachers to discuss level of support required along with specific strategies that will support the student.

A letter is sent home to families along with an invoice from accounts for the ESL fee.

A list is created for all staff listing ESL students and the level of support they receive - withdrawal/inclusion/monitor

A list is also created for accounts listing ESL students and the level of support they receive.

## **Appendix 4**

### **WIDA Can Do descriptors**

All WIDA Can Do Descriptors can be downloaded from the WIDA site:

[https://www.wida.us/standards/CAN\\_DOs](https://www.wida.us/standards/CAN_DOs)

## **Appendix 5**

|                                    |          |           |            |           |          |          |
|------------------------------------|----------|-----------|------------|-----------|----------|----------|
| <b>Language Acquisition phases</b> | Phase 1  | Phase 2   | Phase 3    | Phase 4   | Phase 5  | Phase 6  |
| <b>WIDA Levels</b>                 | Entering | Beginning | Developing | Expanding | Bridging | Reaching |
| <b>Composite proficiency level</b> | 1.0-1.9  | 2.0-2.9   | 3.0-3.9    | 4.0-4.9   | 5.0-5.9  | 6.0      |