

Bienvenido

Powitanie

ترحيب

स्वागत करना

ברוך הבא

**ESOL Coffee
Parent
Morning**

Lower School ESOL Department

Benvenuto

환영

Bienvenue

欢迎

Willkommen

Maligayang
Pagdating

歡迎

Welcome

добро пожаловать

Meet the ESOL Team!

Grade 1: Ms. Lainie

Grade 2-3: Ms. Bea

Grade 3-4: Mr. Lawrence

Grade 5: Ms. Patricia

One language
SETS YOU IN A CORRIDOR
for life.

Two languages
OPEN EVERY DOOR
along the way.

- Frank Smith

italki

ESOL Teachers



Ms. Lainie
Grade 1



Ms. Bea
Grade 2-3



Mr. Lawrence
Grade 3-4



Ms. Patricia
Grade 5

HIS ESOL (English for Speakers of Other Languages) Mission

- Our mission is to develop the linguistic and academic development of our students.
- Multilingual learners with distinct personalities, histories, and educational backgrounds.
- Collaboration with classroom teachers is essential.



Our Goal

*Our goal is to develop students who are both
fluent (able to express their message) and
accurate (express the message using correct
structure and syntax).*

Language Acquisition

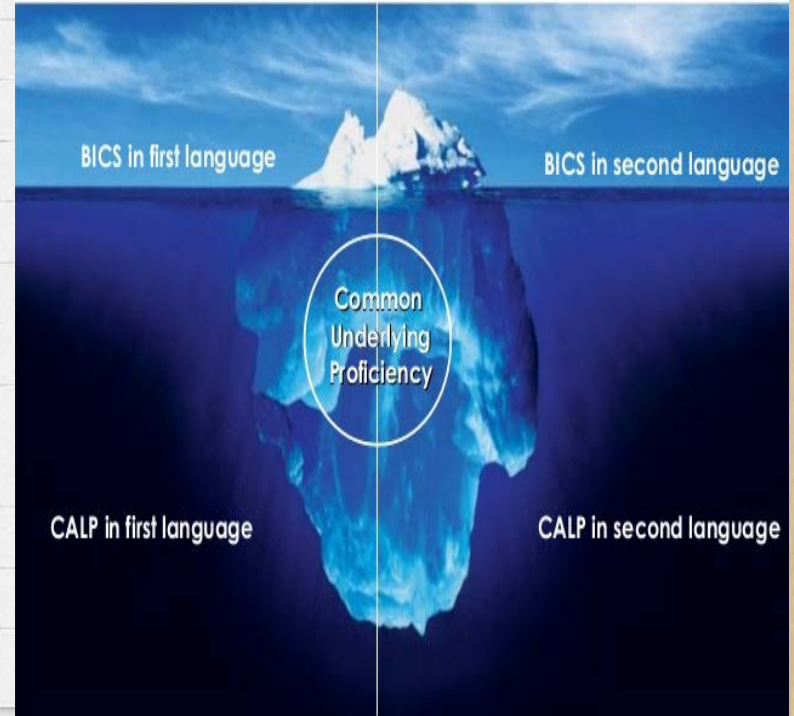
BICS - Basic
Interpersonal
Communication
Skills

- Day-to-day language needed for social interaction
- 6 months to 2 years

CALP – Cognitive
Academic Language
Proficiency

- Includes listening, speaking, reading, and writing about subject area content material.
- 5 to 7 years

Jim Cummins' **Interdependence** hypothesis



English Learner Definition

1. First language was not English
2. Home language is not English, OR
3. Usually speaks a language other than English

AND

4. The results of our Language Proficiency Assessment (WIDA)

English Learner Identification

Home
Language
Questionnaire

WIDA
MODEL

Program
placement
and
supports



WIDA MODEL & Screener

- Internationally recognized language assessment
- Assesses social, instructional, and academic language proficiency in the 4 domains of Reading, Writing, Speaking, & Listening



WIDA Performance Definitions

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Program Stages, Support & Criteria

LS Student Stages and ESOL Support	LS Criteria
Stage 1: Pull-out and co-teaching support	WIDA MODEL: 0-1.9 Composite and in at least three of the following domains: reading, writing, speaking, listening
Stage 2: Co-teaching support	WIDA MODEL: 2.0-4.5 Composite and in at least three of the following domains: reading, writing, speaking, listening
Stage 3: Monitor for continued language growth through co-planning	WIDA MODEL: 4.6-5.0 Composite and in at least three of the following domains: reading, writing, speaking, listening



Hangzhou International School 杭州国际学校

Student:

ESOL Teacher:

Date: 8th Sept 2019

Homeroom Teacher:

Grade: 1|

Report Purpose: This report gives information about your child's level of social and academic English language proficiency. It also explains your child's English for Speakers of Other Languages (ESOL) Program support. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of English Language Arts, Social Studies, Science, and Math.

Student's English Language Proficiency Level – WIDA MODEL Assessment					
	Speaking	Listening	Writing	Reading	English Proficiency Level (Composite/Overall)
Date	1	1	1	1	1

Proficiency Level	Description of English Language Proficiency Level – WIDA
1 – Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support
2 – Emerging	Knows and uses some social language and general academic language with visual and graphic support
3 – Developing	Knows and uses social language and some specific academic language with visual and graphic support
4 – Expanding	Knows and uses social language and some technical academic language
5 – Bridging	Knows and uses social language and academic language working with grade level material
6 – Reaching	Knows and uses social language and academic language at the highest level measured by test

English language proficiency level scores qualify her for **Stage 1 ESOL support services**. In Stage 1, students receive support through the ESOL Pull-Out and Co-Teaching models.

As the ESOL teacher, I will be supporting _____'s English language development through the ESOL Pull-Out period with other students who are currently at the "Entering" or "Emerging" levels of English language development. During these pull-out sessions, the instruction is specifically targeted for their "entering/emerging" level needs and planned in collaboration with their homeroom teacher.

In addition to their pull-out period, I will also be supporting your child's English language development through the co-teaching model. I will be co-teaching with _____ in _____'s homeroom classroom. Co-teaching benefits students' English language growth in many ways. Through co-teaching, language instruction is integrated with content and literacy instruction, which accelerates academic language growth. It also provides students with additional opportunities to work in smaller, teacher-facilitated groups, with more reading, writing, speaking and listening activities. I am excited to collaborate closely with _____'s homeroom teacher to target _____'s individual goals based on her English Language Proficiency Levels.

Parent Reports

ESOL
Department
Letter



English Language Proficiency Test
WIDA MODEL™ Gr. 1-2 Summative

Parent/Guardian Report

Student: [REDACTED]	School: Hangzhou International School (HIS)
Test Date: 8/20/2019	Student ID: [REDACTED]
Grade: 2	Birth Date:

Purpose of Report: This report will provide information about your daughter's/son's level of English proficiency (ability to listen, speak, read, and write), both in social and academic language. **Social language** is English use in everyday communication. **Academic language** is English use in association with the following subject areas: Language Arts, Mathematics, Science and Social Studies (Social Sciences).

Student's English Language Proficiency Level

Test Section	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Listening						
Speaking						
Writing						
Reading						
Oral Language ^A (Listening and Speaking)						
Literacy ^B (Writing and Reading)						
Overall Score ^C (Listening, Speaking, Writing and Reading)						

What are English Language Proficiency Levels?

Proficiency levels describe a student's ability to use (speak and write) and process (read and listen) social and academic English in terms of the six WIDA English language proficiency levels (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching). These levels can be viewed as a continuum of English language development. For instance, a student who is new to the English language (or a beginner) may have scores in Level 1 or Level 2, whereas a student with more proficiency in English may have scores ranging from Level 4 to Level 6.

Other Information	Test Section Is Blank - the Student was absent for this Section of the test.
	A - Oral Language = 50% Listening + 50% Speaking - will be blank if student was absent for one or both of the Sections
	B - Literacy = 50% Writing + 50% Reading - will be blank if student was absent for one or both of the Sections
	C - Overall Score = 30% Oral Language + 70% Literacy - will be blank if student was absent for one or more of the Sections

8/21/2019

Questions to help understand your child's score

- Which scores are closer to 6.0?
- Which scores are closer to 1.0?
- What do you already know about your child that could help you understand why the results say what they do?

WIDA
CONNECTIONS

English Language Proficiency Test
WIDA MODEL™ Gr. 1-2 Summative
Parent/Guardian Report

Student: [Redacted] School: [Redacted]
Test Date: 02/02/19 Student ID: [Redacted]
Grade: 2 Birth Date: [Redacted]

Purpose of Report: This report will provide information about your daughter's level of English proficiency ability to listen, speak, read, and write, both in social and academic language. Social language is English use in everyday communication. Academic language is English use in association with the following subject areas: Language Arts, Mathematics, Science and Social Studies (Social Science).

Student's English Language Proficiency Level

Standard	Level 1	Level 2	Level 3	Level 4	Level 5
Listening	1.0	2.0	3.0	4.0	5.0
Speaking	1.0	2.0	3.0	4.0	5.0
Writing	1.0	2.0	3.0	4.0	5.0
Reading	1.0	2.0	3.0	4.0	5.0
Speaking*	1.0	2.0	3.0	4.0	5.0
Writing*	1.0	2.0	3.0	4.0	5.0
Reading*	1.0	2.0	3.0	4.0	5.0
Speaking**	1.0	2.0	3.0	4.0	5.0
Writing**	1.0	2.0	3.0	4.0	5.0
Reading**	1.0	2.0	3.0	4.0	5.0

What are English Language Proficiency Levels?
Proficiency levels describe a student's ability to use basic and social and personal (social and academic) English in terms of the six WIDA English language proficiency levels (1 through 5) ranging from emerging to proficient. The levels are based on a continuum of English language development. For instance, a student who is new to the English language (a beginner) may have scores closest to 1.0, while a student with more proficiency in English may have scores ranging from Level 4 to Level 5.

Other Information:
* This Student's Score: This Student's Score is based on the WIDA MODEL test results.
** This Student's Score: This Student's Score is based on the WIDA MODEL test results.
*** This Student's Score: This Student's Score is based on the WIDA MODEL test results.

What do teachers do with test scores?

- These scores are only one data source.
- We look at what your child can do, his/her strengths, to guide our teaching.
- We collaborate and co-plan with classroom teachers.



What Does
ESOL Look Like
at HIS?

Inclusion - What Does it Look Like?



Pull out – What Does it Look Like?



Co-planning - What Does it Look Like?



How Can I help my Child?

- Read, write, talk in your home language
- Engage in meaningful conversation

Thank you!

