English as an Additional Language Program (EAL)

Kindergarten – Grades 5

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Part 1 — Introduction to SCIS English as an Additional Language Program

Language Acquisition at SCIS

SCIS creates a multi-lingual learning environment in which the language of instruction is English, while also fostering other languages, including mother tongue. The acquisition of additional languages provides students the opportunity to thrive within our culturally rich community. The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding.

English as an Additional Language (EAL) at SCIS: Grades 1-5

Our English as an Additional Language (EAL) program supports English language development in the context of our English learners' school day. Our program follows research and evidence-based best practices in academic language acquisition. It is guided by WIDA's English Language Development Standards and is aligned with IB PYP philosophies. Through our program, our EAL and homeroom teachers maximize co-planning, co-teaching and co-assessing time to integrate content, language, and literacy instruction effectively, which accelerates academic language development. Additionally, SCIS provides all our teachers with professional learning opportunities in best practices in teaching English learners. All of our teachers are language teachers.

Part 2 — EAL Processes: • English Learner Identification • EAL Program Placement, Progression & Exit

1. English Learner Definition: SCIS defines an English Learner as a student:
A. Who, as declared by his/her parent or guardian, (1) first learned a language other than English, (2) comes from a home where the language usually spoken is other than English, or (3) usually speaks a language other than English; **and**
B. Who is determined by an English language proficiency assessment to lack the necessary English skills to participate fully in classes taught in English.

Step 1 of English Learner Identification: SCIS Lower Schools use a Home Language Questionnaire to determine a student's home language(s.) Refer to appendix B.

Step 2 of English Learner Identification: If the student uses a language other than English, the student is administered the WIDA MODEL English Language Proficiency Assessment. The assessment results determine if the student qualifies as an English learner. The WIDA MODEL is valid and reliable, and assesses social, instructional and academic English proficiency in the four domains of reading, writing, speaking, and listening. Additionally, recent NWEA MAP reading assessment scores from a previous school may be used to help determine EAL Program qualification.

2. EAL Program Enrollment and Program Placement
If it is determined that a student meets SCIS's English Learner definition, the student qualifies for EAL services. The MODEL results are used to inform EAL program placement. Parents receive a notification letter of EAL program enrollment and an English Language Proficiency Report within 3 weeks of attendance at SCIS. Refer to appendix C for sample reports.

3. Progression through the EAL Program
EAL and homeroom teachers collaborate to evaluate the progress of English learners receiving EAL service using multiple measures, such as the WIDA MODEL, NWEA MAP tests, comprehensive literacy assessments, and classroom work. Parents receive information about their child's English language progress and proficiency as well as EAL program stage development. Refer to the Assessment Calendar in appendix A for Parent Report dates and refer to appendix C for sample English Language Proficiency Reports.

4. Exit from EL Status and the EAL Program
Students exit from the EAL program once they achieve the English language proficiency necessary for success in the classroom. Multiple criteria are used to determine grade level success, such as additional English language proficiency tests, NWEA MAP tests, comprehensive literacy assessments, and classroom work. Parents receive notification of EAL program exit (Refer to appendix D). English learners are generally not eligible for exit in Grade 1.

SCIS Lower School EAL Program Models & Descriptions: Grades 1-5

The HQ-Main Lower School EAL Program:
SCIS HQ-Main has adopted two EAL program models to support the various proficiency levels of our students acquiring academic English: A pull-out model and a co-teaching model.

1. Pull-Out Model (Stage 1):
New English learners in stage 1 receive instruction from an EAL teacher during an EAL pull-out period. The instruction is specifically targeted for their "entering/emerging" English proficiency level needs.

2. Co-Teaching Model (Stages 1, 2 & 3):
English learners in stages 1, 2 and 3 receive EAL support in the Co-teaching model. In the Co-teaching model, EAL teachers collaborate to:
a. Co-plan, co-teach, & co-assess with the homeroom teachers during literacy, math or the Units of Inquiry in the homeroom classrooms.
b. Play an integral role in curriculum development through the collaborative development of the PYP Units of Inquiry with the homeroom teachers and PYP coordinator.
c. Ensure teaching and unit development addresses content, literacy and English Language Development Standards.
d. Ensure assessments and lesson activities are differentiated and scaffolded to target students' English proficiency levels.
e. Ensure the domains of reading, writing, speaking and listening are represented in all stages of planning, teaching and assessment.

The Pudong Lower School EAL Program:
Pull-Out Model: All English learners receive instruction from an EAL teacher during an EAL pull-out period daily. The groups are small, and the instruction is specifically targeted for their "entering/emerging" English proficiency level needs. EAL instructional and curricular decisions are grounded in collaborations with the grade level homeroom teaching teams.

Part 4   Criteria

English Learner Identification & EAL Program Placement, Progression and Exit

Placement Criteria:
Students meeting the following criteria on the WIDA MODEL Test of English Language Proficiency below are identified as English learners and qualify for EAL Program enrollment:

Grade Level	Composite	Speaking	Listening	Reading	Writing
G1-G5	1.0-4.9	1.0-3.9	1.0-3.9	1.0-3.9	1.0-3.9

Progression Criteria:

HQ LS EAL Support	LS Criteria
Stage 1: Pull-out and Co-teaching support	**MODEL: 0-2.4 Composite and in at least three of the following domains: reading, writing, speaking, listening**
Stage 2: Co-teaching Support	**MODEL: 2.5-3.9 Composite and in at least three of the following domains: reading, writing, speaking, listening**
Stage 3: Co-teaching Support	**MODEL: 4.0-4.9 Composite and in at least three of the following domains: reading, writing, speaking, listening.** **NWEA MAP Reading Assessment: A score between the 35% - 49% percentile range.**

Exit Criteria:
Teachers collaborate to analyze multiple sources of data and classroom performance when considering EAL Program exit for each English learner. Generally, students meeting the following criteria on at least two out of three of the assessments below are considered for exit:

1. WIDA MODEL English Language Proficiency Assessment

Grade Level	Composite	Speaking	Listening	Reading	Writing
G1-G5	5.0-6.0	4.0-6.0	4.0-6.0	4.0-6.0	4.0-6.0

2. NWEA Reading Assessment: A score in the 50% norm percentile range or above.
3. Fountas & Pinnell Comprehensive Reading Assessment: Independent reading level is within half of a year of the grade level norm or above

Grade	Begin-Year	Mid-Year	End-Year
G2 ~ Minimum of:	I	J	L
G3 ~ Minimum of:	L	M	O
G4 ~ Minimum of:	O	P	R
G5 ~ Minimum of:	R	S	U

EAL Program Division Transitions:
The SCIS campus ECE, Lower School and Upper School divisions collaborate to ensure smooth EAL program transitions.

Transition from Kindergarten at the ECE to Grade 1 at the Lower School:
EAL services officially begin in Grade 1. Kindergarten students are identified for Grade 1 EAL Program enrollment in March of their kindergarten year. Refer to the Assessment and Reporting Charts in Appendix A for timeline details.

1. The ECE coordinates step 1 of the English learner identification process (home language questionnaire).
2. The ECE and Lower School collaborate to facilitate part 2 (MODEL English Language Proficiency Assessment).
   a. The EAL & ECE coordinators determine the testing schedule according to the defined testing window in the LS EAL Program Manual (Appendix A).
   b. The Lower School EAL team administers the Kindergarten MODEL Assessments.
   c. The ECE coordinator completes the EAL program parent reports informing parents that their children will begin EAL services in Grade 1 (Appendix A).

Transition from Grade 5 in the PYP to Grade 6 in the MYP:
The Upper and Lower schools collaborate around the assessments, criteria and timeline identified below to make appropriate Grade 6 MYP Language Acquisition phase placements.

Timeline	Who	Action/Assessment
April 26	LS G5 EAL Teacher and G5 homeroom teachers	LS uses the following assessments to determine G5 EAL program exits and stage progressions, according to the exit criteria defined in the LS EAL Program Manual: • NWEA MAP (Jan) • F & P (Jan) • MODEL (April) • Performance dialogue with G5 team using MYP Phase 5 criteria as a guide.
May 1	EAL coordinator	The EAL coordinator shares the list of G5 English learners to the US administrators and EAL teachers.
	G6 and G5 EAL Teachers, and administrators, as necessary.	The US and LS review the following assessments and criteria* to make phase placement decisions for students transitioning to language acquisition in grade 6: • NWEA MAP (Jan) • F & P (Jan) • MODEL (April) • On Demand Writing Assessment and Rubric • MYP Phase Criteria (assessments to be determined) *The US plans to identify and articulate phase placement, progression and Language Acquisition exit criteria during the 2018-2019 school year.

How long does the MODEL test take to administer?

MODEL Test Administration Times for Grades 1.5-12:

MODEL Test Section and Domain Order	Approximate Administration Time	Individual or Group (Online)
Speaking	Up to 15 minutes	Individual
Listening Step 1 & Step 2	Up to 30 minutes	Group
Writing Part A	1 Minute	Group
Writing Part B	Up to 25 minutes	Group
Reading Step 1 & Step 2	Low: up to 20 minutes Mid: up to 25 minutes High: up to 25 minutes	Group

MODEL Kindergarten Test Administration Time:
• Approximately 45 minutes per child.
• It's administered one-to-one and for students in Kindergarten – Grade 1.5.
• It is only available in paper form.

Do new English learners take all the assessments?
Yes. New English learners take all the school assessments to provide additional data points to inform growth and achievement status for instructional decisions. EAL teachers facilitate discussions regarding possible exceptions, which are evaluated on a case-by-case basis.

If an English learner enrolls shortly before the April MODEL testing window, will s/he take the MODEL assessment twice?
No. If a newly identified English learner enrolls after the first January day of school, they only take the MODEL assessment once at enrollment. The student will not take the MODEL again until the following school year.

Math, Reading and Language Assessments & Progress Reports

Assessments	Sem 1 Mid-Semester	Sem 1 End	Sem 2 Mid-Semester	Sem 2 End
Progress Reports	19 Oct	14 Dec	22 Mar	14 Jun
NWEA Map: Reading, Math, Language (Grades 2-5)	3 Sept – 28 Sept	N/A	9 Jan – 29 Feb	N/A
Fountas and Pinnell Reading Assessment (Grades K – 5)	27 Aug – 21 Sept	N/A	9 Jan – 26 Jan	6 May – 31 May
Writing Pathways	Aug: Check Point 1 (Aug 16 & 17)	N/A	N/A	May: Check Point 2 (G5: ELs Rated by April 30)

English Language Proficiency (ELP) Assessments for the English as an Additional Language (EAL) Program:

WIDA MODEL English Language Proficiency Assessment Purpose	Date	Who
English Learner Identification and EAL Program Placement	Prior to Feb 18	Kindergarten Students (Non-English L1) Step 1 of Identification Process
	Mar 4 - 15	Kindergarten Students (Non-English L1) *Step 2: Full MODEL Kindergarten Assessment*
	Within 2 Weeks of Enrollment	All Newly Enrolled Grades 1-5 (Non-English L1)
Proficiency Level and Progress Monitoring	Dec 10 - 14	Grades 1-5: English Learners in Stage 1 only: WIDA MODEL with Writing Task 2.
	April 8 - 19	Grades 1-5: English Learners in Stages 1 – 3: WIDA MODEL with Writing Task 1.

Parent Communication: Notification of EAL services and English Language Proficiency (ELP) Reports

Who	Purpose	Timeframe & Dates, if applicable
Kindergarten English Learners	Notification of EAL Program Enrollment & ELP Assessment Report	By March 29
Newly Enrolled to SCIS: English Learners Grades 1-5	Notification of EAL Program Enrollment & ELP Assessment Report	Within 3 Weeks of SCIS Enrollment
Newly enrolled English Learners Grades 1-5	Notification of EAL Program Enrollment & ELP Assessment Report	Within 3 weeks of SCIS enrollment & EAL Program Enrollment
English Learners in Stage 1	December ELP Assessment Report	On December 14
All English Learners (Stages 1-3)	May ELP Assessment Report	By April 26

SCIS Home Language Questionnaire (Sample of electronic form)

Student Identification Information			
Student's Name (First, Middle, Last)			
Date of Birth	Age	Grade Level & Homeroom	

Student Language Information	English (Place X)	Other (Please Name)
Which language did your child learn first?		
Which language is spoken most often in your home?		
Which language does your child usually speak?		
What was the primary language of instruction in your child's previous school?		

Parent/Guardian Verification Information
I hereby verify that the above information is true and correct to the best of my knowledge and belief.

_____
Name (Printed)

_____   _____
Signature – Parent/Guardian   Date

English as an Additional Language Proficiency Report for Kindergarten – 1.5 (Stage 1)

Student: _____   EAL Teacher: _____

Date: _____   Homeroom Teacher: _____

Grade: _____

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 as an Additional Language (EAL) 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 Assessments ~					
	Speaking	Listening	Writing	Reading	English Proficiency Level (Composite/Overall)
Date					

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 English and general academic language with visual and graphic support
3 - Developing	Knows and uses social English and some specific academic language with visual and graphic support
4 - Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by test

Student's English Language Proficiency Level, number, qualifies him/her for Stage 1 EAL support services. In Stage 1, students receive support through the EAL Co-Teaching and Pull-Out models.

As the EAL teacher, I will be supporting your child's English language development through the co-teaching model. I will be co-teaching with homeroom teacher in student'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 your child's homeroom teacher to target his/her individual goals based on his/her English Language Proficiency Levels.

In addition to co-teaching, student will receive instruction during an EAL Pull-Out period with other students who are currently at the "Entering" or "Emerging" levels of English Language Development. In New English Learner groups, the instruction is specifically targeted for their "entering/emerging" level needs.

EAL Program Progression and Exit: *What you can Expect*
SCIS teachers collaborate to analyze multiple sources of data and classroom performance when considering EAL program progression and exit for each English Learner. Generally, students exit the EAL program when they can demonstrate grade-level proficiency on several assessments in conjunction with classroom performance. Please refer to the chart below for more information regarding our EAL Program stages, support services, and criteria.

SCIS LS's Stages of EAL Support	SCIS LS's Progression Criteria – WIDA MODEL Assessment
Stage 1: Pull-out and Co-teaching support	0-2.4 composite and in at least three of the following domains: reading, writing, speaking, listening
Stage 2: Co-teaching Support	2.5-3.9 composite and in at least three of the following domains: reading, writing, speaking, listening
Stage 3: Co-teaching Support	4.0-4.9 composite and in at least three of the following domains: reading, writing, speaking, listening. NWEA MAP Reading Assessment: A score between the 35% - 49% percentile range.
EAL Program Exit	Student demonstrates achievement in grade level standards according to at least two of the following assessments, as well as daily classroom performance: WIDA MODEL, Fountas & Pinnell Reading; MAP Reading

Please contact me if you have questions regarding your child's English development and SCIS's EAL program.

EAL Teacher Name (EAL Teacher email)

Student: _____   EAL Teacher: _____

Date: _____   Homeroom Teacher: _____

Grade: _____

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 as an Additional Language (EAL) 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, & math.

Student's English Language Proficiency level ~ WIDA MODEL Assessments ~					
	Speaking	Listening	Writing	Reading	English Proficiency Level (Composite/Overall)
Date					

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 English and general academic language with visual and graphic support
3 - Developing	Knows and uses social English and some specific academic language with visual and graphic support
4 - Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by test

Student's English Language Proficiency Level, composite, qualifies student for Stage (2 or 3) EAL support services. In Stage (2 or 3), students receive support through the EAL Co-Teaching Model.

As the EAL teacher, I support your child's English language development through the co-teaching model. I co-teach with homeroom teacher in student'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 your child's homeroom teacher to target his/her individual goals based on his/her English Language Proficiency Levels.

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Stage 3: Co-teaching Support	4.0-4.9 composite and in at least three of the following domains: reading, writing, speaking, listening. NWEA MAP Reading Assessment: A score between the 35% - 49% percentile range.
EAL Program Exit	Student demonstrates achievement in grade level standards according to at least two of the following assessments, as well as daily classroom performance: WIDA MODEL, Fountas & Pinnell Reading; NWEA Reading

Please contact me if you have questions regarding your child's English development and SCIS's EAL program.

Best Regards,

WIDA CONSORTIUM®

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

Parent/Guardian Report

Student: ███████	**School:** Shanghai Community International - HQ Lower School
Test Date: 5/24/2018	**Student ID:** ███████
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

6/2/2018

Date

Dear Parent,

The purpose of this report is to inform you of your child's English language proficiency level and provide you with information about your child's English as an Additional Language (EAL) support. Attached you will find your child's WIDA MODEL English Language Proficiency Test report.   Refer to your child's overall score to identify his/her current English Language Proficiency level. Refer to the chart below to find your child's cooresponding stage of support in SCIS' English as an additional language (EAL) program.

SCIS LS's Stages of EAL Support	SCIS LS's Progression Criteria – WIDA MODEL Assessment
Stage 1: Pull-out and Co-teaching support	**0-2.4 Overall Score** and in at least three of the following domains: reading, writing, speaking, listening
Stage 2: Co-teaching Support	**2.5-3.9 Overall Score** and in at least three of the following domains: reading, writing, speaking, listening
Stage 3: Co-teaching Support	**4.0-4.9 Overall Score** and in at least three of the following domains: reading, writing, speaking, listening.

The HQ-Main Lower School EAL Program Description:
SCIS HQ-Main has adopted two EAL program models to support the various proficiency levels of our students acquiring academic English: A Pull-out Model and a Co-Teaching Model.

Pull-Out Model (Stage 1): New English learners in stage 1 receive instruction from an EAL teacher during an EAL Pull-Out period every day. The instruction for the new English Learner groups is specifically targeted for their "entering" English proficiency level needs.

Co-Teaching Model (Stages 1, 2 & 3): English learners in stages 1, 2 and 3 receive EAL support in the Co-Teaching Model. EAL teachers co-teach with homeroom teachers in the students' homeroom classrooms. 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. EAL and homeroom teachers collaborate closely to target your child's individual goals based on his/her English Language Proficiency Levels.

EAL Program Progression and Exit: *What you can expect*
SCIS teachers collaborate to analyze multiple sources of data and classroom performance when considering EAL program progression and exit for each English Learner. Generally, students exit the EAL program when they can demonstrate grade-level proficiency on several assessments in conjunction with classroom performance. Please contact me if you have questions regarding your child's English development and SCIS's EAL program.

EAL Teacher Name (EAL Teacher email)

Date

Dear Parent,

Attached you will find your child's WIDA MODEL English Language Proficiency Test report. Your child's MODEL test results along with other criteria indicate your child no longer needs EAL support to succeed in the classroom. Your child meets SCIS's EAL Program Exit criteria and will be exited from the EAL program at this time.

Please contact me if you have any questions regarding your child's academic English language proficiency development or SCIS's EAL program.

_____

EAL Teacher Name (EAL Teacher email)

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HONGQIAO-PUDONG

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