

American School of Brasilia Language Policy



Approved in May 2024
To be revised in January 2027

American School of Brasilia (EAB)

We are a diverse community that provides an English-language based pre-kindergarten through Grade 12 education. We are an International Baccalaureate World School with U.S. and Brazilian accreditation.

Mission

Learners inspiring learners to be inquisitive in life, principled in character, and bold in vision.

Vision

To positively impact the world through excellence in academics, activities, arts, leadership, and service.

Learning Principles

Learning Engagement

We are learners, inspiring learners by being active participants who are engaged in our education.

Learning Extension

We are inquisitive in life by viewing mistakes as opportunities for curiosity and reflection to stretch our thinking.

Learning Environment

We are principled in character by nurturing safe, mutually respectful learning environments where every student can thrive.

Learning Evolution

We are bold in vision by tackling challenges and embracing feedback to enhance our learning.

Philosophy Statement

English is the primary language of instruction at the American School of Brasilia (EAB), with all students also studying Portuguese through Grade 10. However, as most students' home language is not English, EAB recognizes the importance of translanguage learning as a way to access content in English, Portuguese, and other languages. All teachers are language teachers who support both academic and social acquisition of the target language. EAB celebrates and values each child's unique language and cultural profile.

Language Profile of EAB

Approximately 25% of EAB students are English home language speakers, while approximately 75% are English Language Learners. Approximately 55% of EAB students are Portuguese home language speakers. In addition to English and Portuguese, a wide variety of languages are represented at EAB.

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The school requires that all students study at least two languages. Legally, all Brazilian students must study English and Portuguese. Non-Portuguese home learners study English and Portuguese through Grade 10. In the IB Diploma Program, in addition to English, non-Brazilian students have the opportunity to study Portuguese B, Spanish ab initio, or another language through Pamoja or through the IB School Supported Self Taught Literature option.

Definitions

English Language Learners (ELLs): Students with emerging and developing English language proficiency. Students require additional support and instruction to help them develop their English language skills while simultaneously learning academic content.

Portuguese Language Acquisition (PLA) program: The PLA program includes Portuguese classes for students with emerging and developing Portuguese language proficiency.

Responsibilities

School Responsibilities:

- Provide programming and personnel to support students' language learning in English, Portuguese, and additional languages in the IB Diploma Program.

Teacher Responsibilities:

- Teach subject-specific language in the target language.
- Scaffold language learning in the target language as required.
- Promote opportunities for students to communicate their learning in the target language.

Student Responsibilities:

- Communicate in the target language across multiple contexts, in and out of the classroom.
- Continuously strive to improve their academic and social acquisition of both English and Portuguese.

Parent Responsibilities:

- Support the student's learning of their home language.
- Work in partnership with the school to provide students with opportunities to use English and Portuguese outside of the school environment.
- Encourage students to utilize school-provided resources during and outside of the school day.

Language at Admission

EAB uses a range of language assessments in the admissions process. WIDA tests are used to determine entrance into the school, to ensure that students can access the academic content. It is also used to determine the support that EAB provides to students. The Portuguese language test determines placement into Portuguese Language Acquisition (PLA) classes, while the IB English assessment determines placement into IB English classes.

Lower School through Grade 4:

There are no minimum language requirements for students entering K3–Grade 4. Students in Grades 1–4 take a WIDA test as part of the enrollment process to inform personalized instruction and language support.

Lower School Grade 5:

At admission, all non-native English speakers take a WIDA test. The standard expected for students entering Grade 5 is level 2.0 or above; exceptions can be made at the discretion of the principal.

Upper School:

At admission, all non-native English speakers take a WIDA test. The standard expected for students entering Grade 6 is 3.0 or above, and for students entering Grade 9, it is 4.0 or above; exceptions can be made at the discretion of the principal. All non-native Portuguese speakers who have experience with the language take a Portuguese language test. These tests inform entrance and class placement decisions.

IB Diploma Program:

At admission, all applicants take an English placement test. All non-native English speakers take a WIDA test. The standard expected for a student entering the IB Diploma Program is level 5.0 or above; exceptions can be made at the discretion of the principal. All non-native Portuguese speakers who have experience with the language take a Portuguese language test. These tests inform entrance and class placement decisions.

Language Pathways

Students at EAB study two languages. English and Portuguese are mandatory for K3–Grade 10. However, if a student is admitted to EAB with a WIDA score of less than 2.0, they will be offered the option to not participate in PLL classes and will instead have additional pull-out English language support.

In the IB Diploma, students study English and a second language. In alignment with the Brazilian Ministry of Education requirements, Brazilian students must study Portuguese.

	K3–K4	K5–G5	Grades 6–8	Grades 9–10	IB Diploma (Grades 11–12)
English	English	English	Humanities	English English Academic Language (EAP)	IB English A Language & Literature HL/SL IB English A Literature HL/SL IB English B HL/SL
Portuguese	Integrated Portuguese and PLL	Portuguese PLL phases 1-3	Portuguese PLL 1 PLL 2 PLL 3 PLL 3 Advanced	Portuguese PLL 1 PLL 2 PLL 3 PLL Transition	IB Portuguese A Language & Literature HL/SL IB Portuguese B HL/SL
Additional Language					IB Spanish ab initio SL IB Spanish B SL (Pamoja) IB School-Supported Self-Taught Literature

Exiting ELL and PLA

Students exit ELL support when they reach a WIDA level of 5.0 or more in at least three domains. Students exit the PLA program and enter Portuguese when they have successfully completed PLL Phase 3 in Lower School or PLL Transition in Upper School.

If a student does not make expected progress in ELL, English proficiency might be masking other learning difficulties. The student will be referred to Learning Support for assessment. If the student is determined to have a learning difficulty, they will then receive both ELL and learning support.

IB School-Supported Self-Taught Literature

Students who would like to study an IB language A in a language other than English or Portuguese can do so through the IB School-Supported Self-Taught Literature program. In this program, EAB will help the student find a tutor in the target language. Students are expected to meet with their tutor at least once per week, either in person or online. Students will have an additional study hall to complete work related to this course. The tutor will provide the student with semester and year grades, as well as university and IB predicted grades. The tutor will provide the student with end-of-grade 11 exams and Grade 12 mock examinations in the target language. The School-Supported Self-Taught Coordinator with the program requirements, and the student's IB English teacher will support the student's analysis and essay writing skills.

Assessment of Language Learning

English Language Assessment

In addition to internal formal benchmark assessments in phonics, reading, writing, listening, and speaking, students take the following assessments in English:

Measures of Academic Progress (MAP): Students in Grade 2–8 take the MAP Reading test, and students in Grade 3–8 take the MAP Language Usage test. Students in their first semester at EAB with a WIDA score lower than 2.0 on the WIDA test may be exempted from the MAP test. This test is taken twice annually.

World-Class Instruction, Design, and Assessment Model (WIDA): Students who are ELLs take the WIDA test annually.

Portuguese Language Assessment

In addition to internal formal benchmark assessments in phonics, reading, writing, listening, and speaking, students take the following assessments in Portuguese:

Vestibular da Universidade Estadual Paulista (VUNESP): Brazilian students in Grades 5, 7, 9 and 11 take the Vunesp test annually.

ACTFL Assessment of Performance Towards Proficiency in Languages (AAPPL): PLA students in Grade 4–12 take the AAPPL test annually.

Language Learning Resources

The Lower and Upper School libraries contain a wide range of books in English and Portuguese and a more limited selection of books across multiple world languages. The school uses a range of

resources to support English and Portuguese language learning, including Lexia, Lexia English, Reading A-Z, Epic Books, Elefante Letrado.

For more information, please refer to the following documents:

- *EAB Access & Inclusion Policy*
- *EAB Admissions Policy*
- *EAB Lower School Student Handbook*
- *EAB Middle School Student Handbook*
- *EAB High School Course Description Guide*
- *EAB High School Student Handbook*