

SCIS
HONGQIAO-PUDONG

English as an Additional Language Program (EAL)

Grades 1-5



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Part 1 Introduction to SCIS English as an Additional Language Program

Language Development at SCIS

SCIS creates a multi-lingual learning environment in which the language of instruction is English, while also fostering the development of additional languages, including home language. The development of additional languages provides students the opportunity to thrive within our 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 understanding.

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

Our English as an Additional Language (EAL) program supports English language development in the context of our English language 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 supports academic language development. Additionally, SCIS provides all our teachers with professional learning opportunities in best practices in teaching English language learners. All of our teachers are language teachers.

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

1. English Language Learner Definition: SCIS defines an English language learner as a student:

A. Who, as declared by their 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 receive EAL support in the classroom the necessary English skills to participate fully in classes taught in English.

Step 1 of English Language 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 Language 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 language 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 language 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 language 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 EAL Report dates and refer to appendix C for sample English Language Proficiency Reports.

4. Exit from 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 language learners are generally not eligible for exit in Grade 1 or in the second semester of Grade 5.

Part 3 SCIS Lower School EAL Program Models & Descriptions: Grades 1-5

The Lower School EAL Program:

SCIS Lower School has adopted two EAL program components to support the various proficiency levels of our students acquiring English: A Beginning EAL Class (Stage 1) and an EAL Co-Teaching component (Stage 1 and Stage 2).

1. EAL Class for Stage 1:

New English language learners receive instruction from an EAL teacher during a Stage 1 class period. The new English language learner groups are small, and the instruction is specifically targeted for their "entering" English proficiency level needs. The primary focus of this class is to support the development of oral English proficiency so students can both understand and participate in homeroom instruction.

2. Co-Teaching Support for both Stages 1 & 2:

English language learners in stages 1 and 2 receive EAL support through 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 and 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 assessing.

3. Monitoring for Stage 3

The monitor stage is the stage prior to exiting EAL. In the monitoring stage, students no longer receive direct EAL support from an EAL teacher; however, the EAL teacher monitors his/her academic English language development through collaboration with the classroom teacher and annual WIDA assessments.





Part 4 Criteria

English Language Learner Identification & EAL Program Placement, Progression and Exit

Placement and Progression Criteria:

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

SCIS LS's Stages of EAL Support	SCIS LS's Progression Criteria – WIDA MODEL Assessment
Stage 1: Stage 1 EAL Class and EAL Co-Teaching Support	**A score of 0-1.9 in both Speaking and Listening**
Stage 2: EAL Co-Teaching Support	**A score above 1.9 in Speaking and Listening and an Overall score below 4.9.**
EAL Program Exit	**An Overall score of at least 5.0 and a 4.0 in at least 3 domains: Reading, Writing, Speaking and Listening**



Exit Criteria:

Teachers collaborate to analyze multiple sources of data and classroom performance when considering EAL program exit for each English Language Learner. Generally, students in Stage 2 that are meeting the following criteria on the WIDA MODEL or the NWEA MAP Reading and Dibels Reading assessments are considered for exit. Additionally, teachers' observations and students' performances regarding ATLs are considered. The EAL and homeroom teachers collaborate for data analysis and EAL teachers make the final exit decisions. Students are not exited in the second semester of Grade 5.

1. WIDA MODEL English Language Proficiency Assessment

An Overall score of at least 5.0 and a 4.0 in at least 3 domains: Reading, Writing, Speaking and Listening.

Grade	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 MAP Reading Assessment: A score in the 50% norm percentile range or above.

3. Dibels Comprehensive Reading Assessment: Independent Reading level meets the grade level norm or above

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 the Spring 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 language learner identification process: Home Language Questionnaire
2. The ECE and Lower School collaborate to facilitate step 2 of the English language learner identification process: MODEL English Language Proficiency Assessment.
   a. The EAL & ECE coordinators collaborate to determine the testing schedule and logistics 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 and records the data in the Comprehensive Data Spreadsheet. .
   c. The EAL team completes the EAL program parent reports which informs parents that their children will begin EAL services in Grade 1 (Appendix C). The reports are emailed home to parents at this time.

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	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: • DIBELS (Jan) • MODEL (Spring) • Performance dialogue with G5 team using MYP Phase 5 criteria as a guide.
May	G5 EAL Teacher	The G5 EAL Teacher shares the list of G5 English language learners with the Upper School(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: • DIBELS (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 2024-2025 school year.



Part 5 FAQs: MODEL English Language Proficiency Assessment Considerations

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	Approximately 15 minutes	Individual
Listening	Approximately 30 minutes	Group
Writing Part A	Approximately 10 minutes	Group
Writing Part B	Approximately 25 minutes	Group
Reading	Low: Approximately 20 minutes Mid: Approximately 25 minutes High: Approximately 25 minutes	Group

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

Do new English language learners take all the assessments?
No. Students in Stage 1 of the EAL program do not take the MAP Reading or Language tests. Stage 1 students do take the MAP math and DIBELS Reading assessments. Students in stage 2 of the EAL program 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 language learner enrolls shortly before the April MODEL testing window, will they take the MODEL assessment twice?
No. If a newly identified English language 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.



EAL New Student Timeline

Pre-Arrival
- Review application form
- Welcome email with EAL brochure (cc HRT)
- Share with HRT
- Review Schedule with the Student
- Familiarize with classroom
- Review IB elements, vocabulary, learn the name, possible social story

Warm -Welcome
- Assign a buddy
- Ice breaker game
- Give essential visual key chain

First Two Weeks
- Trans language/visuals
- Technology (apps/websites)
- Speak slowly and clearly
- Phonics assessment
- Preparation and schedule WIDA
- Start the speaking assessment
- Familiarization, observation and getting to know the students

Third Week
- Assessment starts
- Emails should be sent by end of 6th week (cc HRT)
- Support starts immediately
- Check in with HRT

Fourth Week
- WIDA can-do statements to HRT

Appendix A

SCIS HQ-Main & Pudong Lower Schools G1-5 EAL Calendars for SY1920

Includes timelines and dates for:
- **English Language Proficiency and other assessments;**
- **Parent Communication & EAL reports**
- **English language learner counts, projections and assessment orders**

Math, Reading and Language Assessments & Progress Reports

Assessments	Sem 1 Mid-Semester	Sem 1 End	Sem 2 Mid-Semester	Sem 2 End
Progress Reports	October	January	March	June
NWEA Map: Reading, Math, Language (Grades 2-5)	September	N/A	N/A	May
Dibels Reading Assessment (Grades K – 5)	End of August through first weeks of September	N/A	Beginning of May	Middle of May
Writing Pathways	September	N/A	N/A	May

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

WIDA MODEL English Language Proficiency Assessment Purpose	Date	Who
English Language Learner Identification and EAL Program Placement	**In February**	**Kindergarten Students (Non-English L1)** Step 1 of Identification Process (Home Language Questionnaire)
	Completed after to Spring Break	**Kindergarten Students (Non-English L1)** *Step 2: Full MODEL Kindergarten Assessment*
	Within 3 Weeks of Enrollment	**All Newly Enrolled Grades 1-5 (Non-English L1)**
Proficiency Level and Progress Monitoring	**Before end of semester 1**	**Grades 1-5:** English Language Learners in Stage 1 only: EAL and homeroom teachers collaborate to analyze formative data with WIDA speaking and listening rubrics to informally assess who may be eligible for stage 2 progression and who remains in stage 1 for semester 2.
	April 11-28th	**Grades 1-5:** All English Language Learners (Stages 1 & 2): WIDA MODEL with Writing Task 1. The timeline includes EAL & homeroom teachers data collaborations for program progression and exit decisions.

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

Who	Purpose	Timeframe & Dates, if applicable
Kindergarten English Language Learners	Notification of EAL Program Enrollment & ELP Assessment Report	March/April
Newly Enrolled to SCIS: English Language Learners Grades 1-5	Notification of EAL Program Enrollment & ELP Assessment Report	Within 3 Weeks of SCIS Enrollment
English language learners in Stage 1 who qualify for stage 2 progression at semester's end	Notification of EAL Program Enrollment & program progression from stage 1 to stage 2. No formal ELP Assessment Report accompanies the letter.	End of Semester 1
All English language Learners: (Stages 1&2)	April ELP Assessment Report	End of Second Week of May

English Learner Count, Projections and Assessment Order Dates

EAL Program Task	Deadline	Description of Task & Stakeholders
English Language Learner Count	End of September	EAL teachers in each SCIS division enter the number of English Language learners serviced by program stage and total in a shared spreadsheet. The EAL coordinator organizes communication.
English Language Learner Projection for next school year	Beginning of October	The Director of Student Support Services makes an EL projection using the current EL count and communicates with system admin via the Academic Council. The council analyzes trends.
MODEL Online Assessment Orders for grades 1.5-12	Beginning of October	The Director of Student Support Services orders for all SCIS divisions using the EL count and over-estimating for multilingual students who don't meet EAL program qualification criteria.
MODEL Kindergarten Assessment Orders (hard copies)	By the end of Nov & within Overseas Orders Window	HQ-Main LS and Pudong LS EAL Teachers take inventory of the current Kinder-1.5 assessment supply and in conjunction with September EL projections, make an over-estimated order for the following school year within the overseas orders spreadsheets. EAL teachers ensure there are enough tests in stock for the March Kinder assessment window.

Appendix B

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**

Appendix C Parent EAL Program Reports

English as an Additional Language Parent Report for Grades K – 1.5

Dear Parent,

Your child's English language proficiency was recently assessed with the WIDA MODEL English Language Proficiency Assessment. Your child qualifies for the English as an Additional Language Program which starts in Grade 1 at SCIS. Your child will receive stage level services. You may find the score results below.

SCIS LS's Stages of EAL Support	SCIS LS's Progression Criteria – WIDA MODEL Assessment
Stage 1: Beginning EAL support & EAL Co-Teaching Support	A score of 0-1.9 in both Speaking and Listening.
Stage 2: EAL Co-Teaching Support	An Overall score below 4.9 and a score above 1.9 in Speaking and Listening.
EAL Program Exit	An Overall score of at least 5.0 and a 4.0 in at least 3 of the 4 domains: Reading, Writing, Speaking and Listening.

Stage 1: Beginning EAL & EAL Co-Teaching Support: English learners in stage 1 receive instruction from an EAL teacher for one forty-minute class period a day. The instruction is specifically targeted for learners with "entering" English proficiency level needs and is heavily focused on speaking and listening development. They also receive support through EAL Co-Teaching support. EAL teachers co-plan, co-assess, and co-teach with homeroom teachers in the students' homeroom classrooms. Read more about co-teaching below.

Stage 2: EAL Co-Teaching Support: English learners in stage 2 receive EAL Co-Teaching support. EAL teachers co-plan, co-assess, and 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 and individually, with more reading, writing, speaking and listening opportunities. EAL and homeroom teachers collaborate closely to target your child's individual academic language development goals based on his/her English language proficiency levels.

EAL Program Progression and Exit: ***What you can expect***
Students exit the EAL program when they can demonstrate grade-level proficiency on several assessments in conjunction with classroom performance. In general, a score of 5.0 on the MODEL is an indicator of academic English proficiency at the grade level standard. SCIS teachers collaborate to analyze multiple sources of data and classroom performance when considering EAL program progression and exit for each student.

Student's English Language Proficiency Score/Level ~ WIDA MODEL

Speaking	Listening	Writing	Reading	Overall Score & English Proficiency Level

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

G1 EAL: Megan Freiburger mfreiburger@scis-china.org
G2 EAL: Dan Zimmerman dzimmerman@scis-china.org
G3 EAL: Luanshya Maharaj: lmaharaj@scis-china.org
G4/5 EAL: Brooks Tait btait@scis-china.org

Appendix C

Parent EAL Program Reports:
Grade 1.5-5: Sample MODEL English Language Proficiency Report

Dear Parent,

Attached you will find your child's WIDA MODEL English Language Proficiency Test report. 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. Refer to your child's scores to identify his/her current English language proficiency levels. We use five scores, including the Overall score and scores for Reading, Writing, Speaking and Listening. Please refer to the chart below to find your child's corresponding stage of support in SCIS' English as an additional language (EAL) program. Your child qualified for Stage support:

SCIS LS's Stages of EAL Support	SCIS LS's Progression Criteria – WIDA MODEL Assessment
Stage 1: Beginning EAL Class and EAL Co-Teaching Support	A score of 0-1.9 in both Speaking and Listening.
Stage 2: EAL Co-Teaching Support	An Overall score below 4.9 and a score above 1.9 in Speaking and Listening
EAL Program Exit	An Overall score of at least 5.0 and a 4.0 in at least 3 domains: Reading, Writing, Speaking and Listening

The HQ-Main Lower School EAL Program Description:
SCIS HQ-Main has adopted two EAL program components to support the various proficiency levels of our students acquiring English:

Stage 1: Beginning EAL: English learners in stage 1 receive instruction from an EAL teacher during a beginner EAL class. The instruction in the Beginner EAL Class is specifically targeted for learners with "entering" English proficiency level needs.

Stage 2: EAL Co-Teaching Support: English learners in stages 1 and 2 receive EAL Co-Teaching support. 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
Students exit the EAL program when they can demonstrate grade-level proficiency on several assessments in conjunction with classroom performance. SCIS teachers collaborate to analyze multiple sources of data and classroom performance when considering EAL program progression and exit for each English Learner.

If you have questions or concerns regarding your child's English proficiency level or the assessment, please contact the EAL teacher(s) for your child's grade:

G1 EAL: Megan Freiburger mfreiburger@scis-china.org

G2 EAL: Dan Zimmerman dzimmerman@scis-china.org

G3 EAL: Luanshya Maharaj lmaharaj@scis-china.org

G4/5 EAL: Brooks Tait btait@scis-china.org

Sincerely,
The SCIS EAL Department

Appendix C

Parent EAL Reports:
Grade 1.5-5: Cover letter for Parent EAL Report for EAL Program Enrollment & Progression (MODEL)

WIDA™ MODEL Online Individual Student Report

Birth Date: Grade: 3
Student ID:
School: Shanghai Community International - HQ Lower School
Test Date: 9/15/2022

WIDA MODEL Gr. 3-5 Summative with Writing Task 3

This report provides information about the student's level of English proficiency in Listening, Speaking, Writing, and Reading. WIDA MODEL Online assesses Social Instructional language, and Academic language in the following subject areas: Language Arts, Mathematics, Science, and Social Studies.

Language Domain	Proficiency Level	Scale Score (100 200 300 400 500 600)
Listening	6.0	372
Speaking	6.0	400
Writing	3.1	301
Reading	6.0	354
Oral Language 50% Listening + 50% Speaking	6.0	386
Literacy 50% Reading + 50% Writing	4.1	327
Overall 30% Oral Language + 70% Literacy	4.8	343

Description of Proficiency Level	
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 English and academic language working with grade-level material
6	Reaching - Knows and uses social and academic language at the highest level measured by this test

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 represent the stages 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. See the WIDA Can Do Descriptors for more information.

Appendix D Parent Notification of EAL Program Exit

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)


ears
hair
eyes
Nose
mouth
eyes?



SCIS
HONGQIAO-PUDONG

Hongqiao Main Campus
1161 Hongqiao Road, Shanghai 200015
Phone: 86-21-6261-4338

Pudong Campus
198 Hengqiao Road, Kangqiao,
Pudong, Shanghai, China 201315
Phone: 86-21-5812-9888

www.scis-china.org



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