

Mission

At Stonehill International School, our mission is to provide international education for children of the multicultural community, in order to prepare them for life in the 21st century.

Vision

Our vision is, to be a regional centre for educational excellence and International Baccalaureate best practice.

Purpose

This language policy is a working document developed through the collaboration of the Stonehill academic staff, administration, parent and student body. The policy is consistent with the principles, standards and practices of the International Baccalaureate (IB) Primary Years Programme, Middle Years Programme, Diploma Programme and IB Career-related Certificate.

This language policy provides an overview of Stonehill's principles for language learning, and defines the practices designed to achieve these. It is a statement of agreement, one to which the staff and the Stonehill community are committed, so as to fulfill the school's mission.

Philosophy

At Stonehill, language permeates all subject areas, and is fundamental to learning. Language does much more than promote cognitive growth; it is crucial for maintaining cultural identity and emotional stability. Multilingualism, fostering of the mother tongue, and the development of critical literacy are considered important factors in enhancing international-mindedness through the promotion of cultural identity, intercultural awareness and global citizenship.

Language appreciation is established by the learning of, as well as learning about and through language. As language by its very nature is integrated into all areas of the curriculum, every teacher within the school is a language teacher. At Stonehill every

student has an individual and cultural set of experiences, skills and interests, which must be considered in the teaching and learning process.

Aim

Stonehill is an IB World School authorised in the delivery of the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP), where the language of instruction is English. Within this context we endeavour to create a challenging and motivating multilingual environment that values and integrates students' cultural and linguistic heritage throughout the curriculum. Within an academic setting, we aim to foster in all students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages, one of which is English.

Stonehill Language Profile

At Stonehill, the majority of the student body speak English as an additional language. The student body comprises almost forty nationalities, with over thirty different mother tongues. All administrative and teaching staff speak English, the majority of whom are fluent in at least one additional language.

Stonehill is dedicated to and invests in qualified, professional language teachers for all language programmes. While an inquiry-based approach is the basis for teaching and learning within the PYP, MYP, and DP, each programme has specific, articulated learning outcomes representing the four strands of language that create and encourage a rigorous academic standards:

- Listening and Speaking
- Viewing and Presenting
- Reading
- Writing

The Role of Mother Tongue

Mother Tongue refers to the language most commonly and comfortably used to communicate within a home and family setting. At Stonehill we recognise the importance of developing and maintaining students' literacy in their mother tongue for their personal, social and academic growth. At Stonehill we believe that developing a student's mother tongue can accelerate the rate of language acquisition inclusive of English and languages other than English, as well as support achievement in all subject areas, increase self-esteem, and enhance intercultural understanding and international-mindedness.

English is the language of instruction and collaboration at Stonehill, with all students progressing on a continuum in the acquisition of academic English. Mother tongue supports student learning by assisting access to and of the conceptual understandings that drive the curriculum, and through deconstruction of meaning as required. Therefore, students are allowed and encouraged to use their mother tongue to access the curriculum and foster personal success.

Mother tongue development opportunities are facilitated for students from P1 to D2.

Mother Tongue and the PYP and MYP

The continuation of students' mother tongue learning is greatly valued in the PYP and MYP. Definitions and translations of content, knowledge and ideas are often displayed to reinforce shared concepts and assist student understanding. Parents are encouraged to talk, read and write with their children in their mother tongue during homework and other home activities.

While mother tongue acquisition is facilitated, mother tongue as a subject area is not offered as part of the PYP or MYP. Mother tongue classes may be conducted outside of school hours by teaching staff, parent groups and/or volunteers. The school supports such initiatives through the provision of classrooms and resources.

Mother Tongue and the DP

At the DP level, Stonehill students have the opportunity to study up to two languages, one of which is strongly recommended to be English. Students are allowed and encouraged to use their mother tongue to access the curriculum. Parents are encouraged to talk, read and write with their children in their mother tongue.

Mother Tongue and the Parent Community

Parents are an integral part of our community of learners and provide support for language learning at Stonehill. The school uses multiple methods to communicate to parents the importance of students maintaining academic proficiency in their mother tongue. Parents are involved as mother tongue teachers, as well as through the recommendation of resources to support mother tongue programmes. Further, parents may volunteer in the classroom, providing language support and assistance.

The school offers workshops at the PYP, MYP and DP levels for parents throughout the year. Such workshops include, but are not limited to: How We Teach Literacy, Guided

Reading Information for Parents, The Importance of Maintaining the Mother Tongue, Third Culture Kids, Personal Cultural Identity, Raising Bilingual Children.

The Role of Language A

Language A refers to the primary language of instruction, which at Stonehill is English.

Communication is at the root of understanding. As learning language, learning about language and learning through language is the most effective approach to teaching students, we believe there should be no barrier to students achieving their fullest potential within Stonehill's English-medium learning environment.

It is our duty to ensure every student will have the capacity and opportunity to be successful in accessing the IB continuum through English. Stonehill therefore supports students throughout each of the schools, curriculums and disciplines so that the highest possible level of academic English is achieved.

Language A and the PYP

In the PYP, the language of instruction (English) is integrated into the units of inquiry and/or organized into stand-alone language units. English achievement is monitored over time through use of both internal and external assessments. Progress in English (PIE), and New Group Reading Test (NGRT), are external standardised tests completed periodically. Student and school results, and associated data, are norm-referenced and allow for curriculum comparison, and monitoring of student progression over time. PM Benchmark and PROBE reading assessments are internal standardised tests performed throughout the year to monitor student reading levels and areas for support and extension. Similarly, writing samples are standardised and collected throughout the year so as to assess student writing and progress.

A Literacy Profile is maintained for each student in P4-P8, collating specific reading and writing assessment samples each year. The Early Years Assessment Profile tracks individual progress of students in P1-P3 through their attainment of the Phase One and Two Language outcomes promoted by the IB Primary Years Programme: Language Scope and Sequence and the IB Primary Years Programme: Making the PYP Happen: A Curriculum Framework for International Primary Education (Appendix 1). English as an Additional Language (EAL) is offered in P4-P8 for those students who are new to the language, and are ascertained as requiring specific English acquisition support.

Language A and the MYP

In the MYP, language is divided into Language and Literature (Language A) and Language Acquisition (Language B) courses.

Students are required to study at least two languages, where one must be English. English is offered at the Language A level with the intention that students will continue with English Language and Literature in the DP.

MYP Language A summative assessment tasks are designed in accordance with the IB Middle Years Programme: Language and Literature Guide assessment criteria (Appendix 2). EAL is offered for those students who are new to English, and are ascertained as requiring specific English acquisition support.

MYP students participate in the Cognitive Abilities Test (CAT), the results from which highlight potential need for intervention, and allow for progress to be monitored and the setting of targets for future growth, with regards to English acquisition and comprehension.

Language A and the DP

The DP is also divided into Language and Literature (Language A) and Language Acquisition (Language B) courses. In the event that a student's mother tongue is not English, they can elect to study their Language A in a language other than English. In such situations, English should be studied as the student's nominated Language B. Students are able to achieve a bilingual diploma by taking two Language A classes, English and one other, subject to availability.

Stonehill currently offers DP Language and Literature courses in English, French, and German. In addition, students, whose mother tongue is not one of the languages formally offered, can elect to study their Language A as a self-study of literature, adhering to the stipulated guidelines established by the IB and detailed in the Handbook of Procedures for the Diploma Programme 2015: Group 1 Language A: Literature.

The Role of English as an Additional Language

Stonehill provides an English as an Additional Language (EAL) programme to students whose first language is not English and whose English language competency does not meet grade level requirements. The EAL department collaborates with classroom teachers to implement strategies and instructional practices that focus on specific language and content targets. Classroom and EAL teachers aim to create an

environment in which students feel confident, are able to take risks and, become independent language learners.

EAL students at Stonehill are provided with the means and the supportive environment that allows their English language ability to emerge naturally. Teachers use a holistic approach to English language acquisition, using authentic, meaningful language while guiding students toward competency in academic English. The use of interactive, collaborative and differentiated strategies, as well as relevant grade level subject resources, enables EAL students to link meaning and language. Through the integration of content and language, students are able to develop both the social language and the academic language needed to succeed.

While the development of strong social language is essential in order to fully integrate into the school and to access the curriculum, students progressing through the grade levels encounter increasingly abstract expressions and subject-specific vocabulary rarely heard in everyday discourse. Students often find that confidence in the use of social language develops relatively quickly, whereas acquiring the depth and breadth of academic language needed to succeed in the rigorous environment of the PYP, MYP and IB programmes requires persistent and focused effort. Therefore, strengthening academic English is a deliberate and strategic focus at Stonehill within the EAL programmes.

EAL and the PYP and MYP

The EAL programme at Stonehill is based on a push-in and pull-out framework. The EAL teacher supports the EAL student within his or her core subject classes (English, Mathematics, Science, Humanities/Social Studies) where both EAL and core subject teachers instruct the whole class (push-in). In addition, EAL students attend a pull-out class during Language B lesson time. The purpose of the pull-out class is twofold; students are supported with strategies and instruction to enable them to access understanding of core subject content, and, at the same time, focus is given to the language skills needed to show their learning.

EAL Programme Entrance and Exit

Students whose first language is not English, and whose background suggests the need for English language support, are tested upon enrolment (Appendix 3). Students are accepted into Stonehill from P1–M3 regardless of their English proficiency level.

Admission into M4, requires students to achieve a Developing level of English as shown on the WIDA Performance Definitions K-12 (see Appendix 4). For students entering M5,

D1 or D2, Stonehill only admits those whose level of English proficiency is at the Expanding, Bridging or Reaching levels.

Acceptance of enrolled M5 EAL students into the DP is determined on a case-by-case basis by the student's teachers and the school administration team.

The EAL Department completes language assessments and reports of all EAL students twice a year, in December and May. The support offered to an EAL student is based on a range of assessment data that includes class work, observations, writing samples, and results from the WIDA standardized language proficiency assessment.

Upon exit from the programme, students are able to choose a new course of study within the Language B discipline. At the same time, exited EAL students may continue to receive in-class support through language-specific strategies and instructions.

The Role of Language B

Language B in the PYP and MYP refers to languages offered, other than the mother tongue and the school language of instruction. Within the DP, Language B refers to languages offered, other than mother tongue.

The study of a Language B, also known as Language Acquisition, provides students with the opportunity to develop insights into the features, processes and craft of language, and the concept of culture, while exploring diverse ways of living, behaving and viewing the world.

The ability to communicate in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding. Studying an additional language is a requirement for all students from P4 to D2.

Language B Instruction

A student's previous knowledge and/or exposure to the target language is indicated by parents on the school admission forms at the time of enrollment. Placement tests are designed to ensure students are placed in the appropriate class and/or phase within the language chosen.

At the time of this policy's publication, Hindi, French, Mandarin and Spanish languages are offered through formal instruction within the Language B programme at Stonehill. Classes consist of mixed ability levels, where teachers differentiate instruction to meet the needs of the various language acquisition levels and learning styles in each class.

Language B and the PYP

Students in P4 to P8 participate in three Language B lessons each week. Hindi, Mandarin and Spanish are currently offered through formal instruction in the PYP. Where possible, authentic links are made with Homeroom units of inquiry, so as to allow for integration and a transdisciplinary approach to instruction and learning.

Language B and the MYP

MYP students participate in four Language B lessons each week. At Stonehill, student's language proficiency is determined in accordance with the IB Middle Years Programme: Language Acquisition Guide consisting of six phases of language acquisition (11-14) (Appendix 5). Hindi, French, Mandarin and Spanish are currently offered from phase one to four, with possible extensions up to phase six. In accordance with IB recommendation, classes cater to students operating in no more than two phases. Summative assessment tasks are designed in accordance with the IB Middle Years Programme: Language Acquisition Guide Assessment Criteria Overview (48) (Appendix 6).

Language B and the DP

DP Language B students are, at the time of this policy's publication, offered French, Mandarin or Spanish through formal instruction at the Language B Higher, Standard and Ab Initio levels, and Hindi at Language B Higher and Standard levels. The placement and levelling of students in the DP is at the teachers' and the DP coordinator's discretion. If a student has more than one year of exposure to a Language B at MYP level, yet would not be successful in the DP Language B Standard Level, the student can be placed in a new Language Ab Initio class.

Stonehill adheres to the recommendations espoused by the IB with regards to DP Language B and Language Ab Initio course choice, stated as follows:

It is essential that Diploma Programme coordinators and teachers ensure that students are following the course that is best suited to their present and future needs and that will provide them with an appropriate academic challenge. The degree to which students are already competent in the language and the degree of proficiency they wish to attain by the end of the period of study are the most important factors in identifying the appropriate course. Coordinators, in conjunction with teachers, are responsible for the placement of students. The most important consideration is that the course should be a challenging educational experience for the student.

(International Baccalaureate Organization “Diploma Programme: Language Ab Initio Guide” 5; International Baccalaureate Organization “Diploma Programme: Language B Guide” 4)

Therefore, both the level of challenge and the possibility of success in the course are taken into consideration when deciding upon the language course followed in the Diploma.

In the DP, English can be studied as Language B at Standard and Higher level providing Mother Tongue is studied as Language A.

Glossary

Acronyms

CAT	Cognitive Abilities Test
EAL	English as an Additional Language
IB	International Baccalaureate
DP	Diploma Programme
MYP	Middle Years Programme
PYP	Primary Years Programme
NGRT	New Group Reading Test
PIE	Progress in English
PROBE	Prose Reading Observation, Behaviour and Evaluation

Terms

Academic English - The oral, written, auditory, and visual language proficiency required to learn effectively in English-medium academic programs. Academic English consists of vocabulary, grammar, punctuation, syntax, discipline-specific terminology, and/or rhetorical conventions, that allow students to acquire knowledge and academic skills, while also successfully navigating school policies, assignments, expectations, and cultural norms.

Critical literacy - The ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships.

CAT - Cognitive Abilities Test

<http://www.gi-assessment.co.uk/products/cat4-cognitive-abilities-test-fourth-edition>

Deconstruction of meaning - the analytic examination of an idea or expression presented

Language A - The primary language of instruction, which at Stonehill is English.

Language acquisition - the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.

Language B - Language B in the PYP and MYP refers to languages offered, other than the mother tongue and the school language of instruction. Within the DP, Language B refers to languages offered, other than mother tongue.

Linguistic(s) - the study of human speech including the units, nature, structure, and modification of language

Literacy - Involves listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Mother tongue - The language most commonly and comfortably used to communicate within a home and family setting.

Multilingual - using or able to use several languages especially with equal fluency.

NGRT - New Group Reading Test

(<http://www.gj-assessment.co.uk/products/new-group-reading-test>)

PIE - Progress in English

(<http://www.gj-assessment.co.uk/products/progress-test-english>)

PM Benchmark - The PM Benchmark Reading Assessment Resource assesses students' instructional and independent reading levels using unseen, meaningful texts.

PROBE - Prose Reading Observation, Behaviour and Evaluation is a multiple-use reading probe designed to gain insight into a reader's comprehension skills and reading behaviours with the purpose of determining teaching strategies.

Syntax - The grammar, structure, or order of the elements in a language statement.

WIDA - <https://www.wida.us/>

Appendix 1



Early Years Assessment Profile - Phase 1



Language – Oral Language: Listening and Speaking	Sometimes	Usually	Always
Use gestures, actions, body language and/or words to communicate needs and to express ideas			
Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words			
Name classmates, teachers and familiar classroom and playground objects			
Interact effectively with peers and adults in familiar social settings			
Tell their own stories using words, gestures, and objects/artifacts			
Repeat/echo single words			
Use single words and two word phrases in context			
Join in with poems, rhymes, songs and repeated phrases in shared books			
Understand simple questions and respond with actions or words Follow classroom directions and routines, using context cues			
Realize that people speak different languages			
Use the mother tongue (with translation, if necessary) to express needs and explain ideas			
Realize that word order can change from one language to another			
Use own grammar style as part of the process of developing grammatical awareness.			

Language – Visual Language: Viewing and Presenting	Sometimes	Usually	Always
Attend to visual information showing understanding through play, gestures, facial expression			
Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise			
Observe visual cues that indicate context; show understanding by matching pictures with context			
Recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences			
Make personal connections to visual texts, for example, a picture book about children making friends in a new situation			
Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions			
Select and incorporate colours, shapes, symbols and images into visual presentations			
show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages			
Locate and use appropriate ICT iconography to activate different devices, for example, computer game			
Listen to terminology associated with visual texts and understand terms such as colour, shape, size.			

Language – Written Language: Reading	Sometimes	Usually	Always
Enjoy listening to stories			
choose and “read” picture books for pleasure			
Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)			
Show curiosity and ask questions about pictures or text			
Listen attentively and respond to stories read aloud			
Participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity			
Make connections to their own experience when listening to or “reading” texts			
Begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words			
Recognize their own first name			
Express opinions about the meaning of a story			
Show empathy for characters in a story			
Distinguish between pictures and written text, for example, can point to a picture when asked			
Indicate printed text where the teacher should start reading			
Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end			
Realize that the organization of on-screen text is different from how text is organized in a book			
Join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction.			

Language – Written Language: Writing	Sometimes	Usually	Always
experiment with writing using different writing implements and media			
Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party			
Differentiate between illustrations and written text			
Use their own experience as a stimulus when drawing and “writing”			
Show curiosity and ask questions about written language			
Participate in shared writing, observing the teacher’s writing and making suggestions			
Listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction			
Begin to discriminate between letters/characters, numbers and symbols			
Show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded			
Write their own name independently			



Early Years Assessment Profile - Phase 2



Language – Oral Language: Listening and Speaking	Sometimes	Usually	Always
Listen and respond in small or large groups for increasing periods of time			
Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form			
Memorize and join in with poems, rhymes and songs			
follow classroom instructions, showing understanding			
Describe personal experiences			
Obtain simple information from accessible spoken texts			
Distinguish beginning, medial and ending sounds of words with increasing accuracy			
Follow two-step directions			
Predict likely outcomes when listening to texts read aloud			
Use language to address their needs, express feelings and opinions			
Ask questions to gain information and respond to inquiries directed to themselves or to the class			
Use oral language to communicate during classroom activities, conversations and imaginative play			
Talk about the stories, writing, pictures and models they have created			
Begin to communicate in more than one language			
Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).			

Language – Visual Language: Viewing and Presenting	Sometimes	Usually	Always
Attend to visual information showing understanding through discussion, role play, illustrations			
Talk about their own feelings in response to visual messages; show empathy for the way others might feel			
Relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm.			
Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products			
Show their understanding that visual messages influence our behaviour			
Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip			
Use body language in mime and role play to communicate ideas and feelings visually			
Realize that shapes, symbols and colours have meaning and include them in presentations			
Use a variety of implements to practise and develop handwriting and presentation skills			

Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed			
Recognize ICT iconography and follow prompts to access programs or activate devices			
Through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame			
View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story			
Become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story			
Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.			

Language – Written Language: Reading	Sometimes	Usually	Always
Select and reread favourite texts for enjoyment			
Understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts			
Participate in shared reading, posing and responding to questions and joining in the refrains			
Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group			
Listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes			
Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level			
Use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed)			
Read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography			
Make connections between personal experience and storybook characters			
Understand sound-symbol relationships and recognize familiar sounds/symbols/ words of the language community			
Instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols			
Have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation			
Participate in learning engagements involving reading aloud – taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.			

Appendix 2

MYP Assessment Criteria

Criterion A: Analysis

At the end of the MYP, students should be able to:

- i. analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyze the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

Criterion B: Organization

At the end of MYP, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Criterion C: Production of Texts

At the end of MYP, students should be able to:

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

Criterion D: Use of Language

At the end of MYP, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

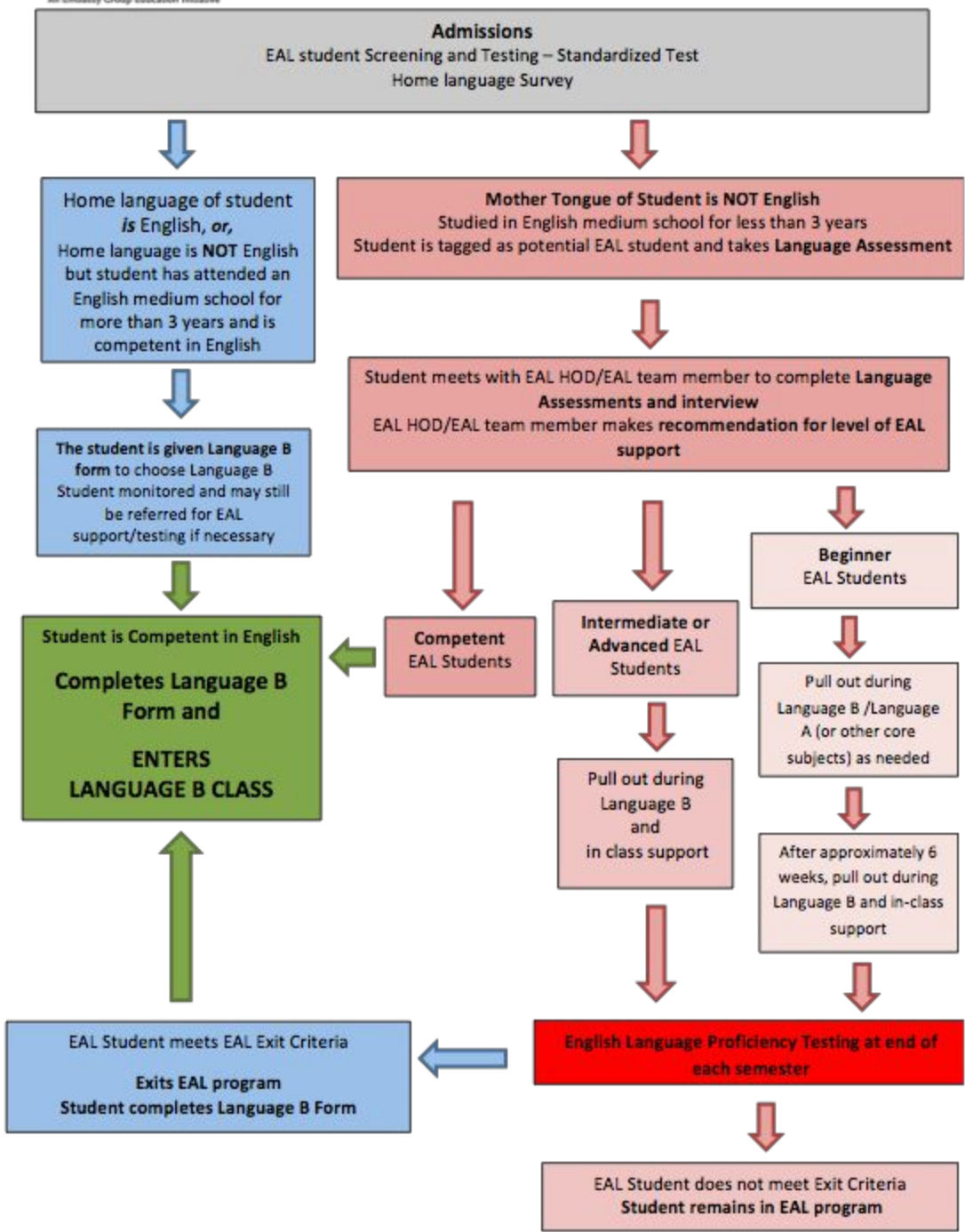
(International Baccalaureate Organization “Middle Years Programme: Language and Literature Guide”)

Appendix 3



Stonehill International School EAL Department Entrance & Exit Procedure

An Embassy Group Education Initiative



Appendix 4



Performance Definitions for the Levels of English Language Proficiency in Grades K-12

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

(WIDA)

Appendix 5

IB MYP Phases of Language Acquisition

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
Objective A: Comprehending spoken and visual text						
i.	identify basic facts, messages, main ideas and supporting details in everyday situations	show understanding of messages, main ideas and supporting details in familiar situations	show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations	construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations	analyse and draw conclusions from information, main ideas and supporting details in social and some academic situations	evaluate and draw conclusions from information, main ideas and supporting details in social and academic situations
ii.	recognize basic conventions	recognize basic conventions	understand conventions	interpret conventions	analyse conventions	interpret the author's choice of style, format and ideas to suit an intended audience and purpose

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
iii.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.	engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.
Objective B : Comprehending written and visual text						
i.	identify basic facts, messages, main ideas and supporting details	identify basic facts, main ideas and supporting details, and draw conclusions	show understanding of information, main ideas and supporting details, and draw conclusions	construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions	analyse and draw conclusions from information, main ideas and supporting details	evaluate and draw conclusions from information, main ideas and supporting details
ii.	recognize basic aspects of format and style, and author's purpose for writing	recognize basic conventions including aspects of format and style, and author's purpose for writing	understand basic conventions including aspects of format and style, and author's purpose for writing	interpret basic conventions including aspects of format and style, and author's purpose for writing	analyse basic conventions including aspects of format and style, and author's purpose for writing	interpret the author's choice of style, format and ideas to suit an intended audience and purpose
iii.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.	engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.	engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Objective C: Communicating in response to spoken and/or written and/or visual text						
i.	respond appropriately to simple short phrases	respond appropriately to spoken and/or written and/or visual text in a limited range of familiar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and some unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of social and some academic situations	respond appropriately to spoken and/or written and/or visual text in a wide range of social and academic situations
ii.	interact in simple and rehearsed exchanges, using verbal and non-verbal language	interact in basic structured exchanges on a limited variety of aspects within familiar situations	interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations	engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance	engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance	engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance
iii.	use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics	use phrases to communicate ideas, feelings and information in familiar situations	express ideas and feelings, and communicate information in familiar and some unfamiliar situations	express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations	express ideas, opinions and feelings, and communicate information in a wide range of situations	express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts
iv.	communicate with a sense of audience.	communicate with a sense of audience.	communicate with a sense of audience and purpose.	communicate with a sense of audience and purpose.	communicate with a sense of register, purpose and style.	communicate with a sense of register, purpose and style.
Objective D: Using language in spoken and/or written form						
i.	write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency	write or speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, uses oratory technique

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
ii.	organize basic information and use a range of basic cohesive devices	organize information and ideas and use a range of basic cohesive devices	organize information and ideas and use a range of basic cohesive devices	organize information and ideas into a structured text; use a wide range of cohesive devices	organize information and ideas; use a wide range of cohesive devices	organize information and ideas; use a wide range of cohesive devices
iii.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.

(International Baccalaureate Organization “Middle Years Programme: Language Acquisition Guide” 11-14)

Appendix 6

IB MYP Language Acquisition Assessment Criteria

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
Criterion C	Communicating in response to spoken and/or written and/or visual text	Maximum 8
Criterion D	Using language in spoken and/or written form	Maximum 8

(International Baccalaureate Organization “Middle Years Programme: Language Acquisition Guide” 48)

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