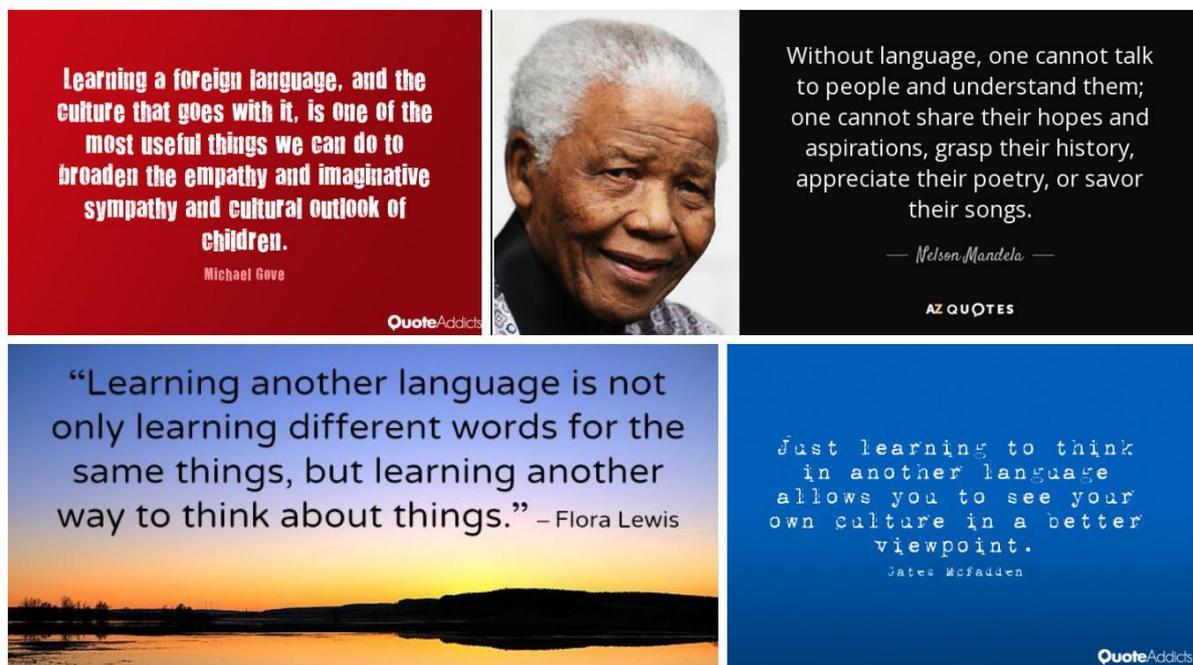




strawberry fields
HIGH SCHOOL

SFHS Language Policy



(Taken By the Wind, 2016; Quote Addicts, 2015; AZ Quotes, n.d.; All Tradis, n.d.)

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Mission Statements

Strawberry Fields High School

Education for Strawberry Fields High School is a dynamic process which, through reflective and contextual pedagogy, takes along students, educators and parents on an inviting journey that explores the worlds of intellectual, emotional and spiritual learning. Our immersive approach helps children discover their potential and apply their talents, to connect better to the world around them. It inspires and equips them to become lifelong learners who are responsible and compassionate world citizens.

The International Baccalaureate Organization (IB)

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (International Baccalaureate Organization, 2015).

Council for the Indian School Certificate Examinations (CISCE)

The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence (Council for Indian School Certificate Examinations, 2013).

Chapter 1. Language Philosophy

Our school community believes that:

1. Language development is a primary human need required for our desire to communicate, to make sense of the world around us and to understand ourselves.
2. The development of competency in languages is an integral part of fulfilling our school's mission statement.
3. The ability to communicate is a vital component of scholastic, personal and public life and for living in a globalized world.
4. Students should be provided with as many opportunities as possible to learn different languages and improve their competency in them.

As a school community we are keenly aware that:

1. Exposure to and confidence of using languages is a key component in helping our students become compassionate world citizens.
2. Most of the members of our community have an advantage of developing refined bilingual skills and even multilingual skills.

As a school community we aim to create a language learning environment:

1. That is positive towards learning languages.
2. That encourages all stakeholders to learn new languages.
3. That views all languages as being equally important.
4. That uses age-appropriate contexts to teach languages.
5. That actively seeks new and innovative ways to create a better learning and teaching environment.

In SFHS the teaching and learning of languages aims to:

1. Develop speaking, listening, reading and writing skills.
2. Provide students the opportunity to learn how to communicate effectively.
3. Enable students to express themselves creatively and imaginatively.
4. Develop skills in students to become critical readers of nonfiction, media texts, stories, poetry and drama.
5. Through the study of language(s), students learn to appreciate and understand different countries, cultures and communities.

Chapter 2. The Acquisition of Languages

At SFHS, we believe young children learn language(s) naturally and easily but that the entire process is a lengthy one to accomplish. Scientists now believe that young babies are born 'programmed' to learn a language and will instinctively learn a language without an adult specifically teaching them to (Linguistics Society, n.d.). Even though adults may specifically not 'teach' a child a language they do however play an important role by communicating with them. Listening to a language (on various mediums) is not sufficient to develop language skills in children; they do need to have opportunities to interact in it in meaningful ways to develop the required skills (Linguistics Society, n.d.). Thus, children will start to use language in the way adults and other children in their environment do. It is also important to note that children use language to develop their behaviour in their environment, hence, the development of language is happening when language is being used.

The process of learning another language reinforces the workings of the first language learnt, by observing similarities and differences. This enables the students to become more aware of rules and patterns that exist in languages that they are already fluent in, and use them while learning a new language and extending their knowledge of their previous language.

For language development it is therefore important that the programme of study of a language provides opportunities for students to gain this experience (Linguist List, n.d.; Linguistics Society, n.d.; The National Strategies, 2010) through:

- a topic approach which provides context for vocabulary development, reinforcing previous learning in other topics, a consolidation of learning and opportunity to be creative;
- a wide variety of teaching activities that allow students to experiment, develop and be creative in a supportive and nurturing environment e.g. role play, games, mime and action, songs, and storytelling;
- opportunity to learn formal rules and practices of grammar and sentence formation together with knowledge and appreciation of different genres and text uses;
- opportunity to experiment and be creative in various language activities by giving the students the option to explore first by rehearsing orally as a whole class, then in small groups, or in pairs;
- model the use of language by adults.

Chapter 3. Language Profile at SFHS

3.1 Medium of Instruction

SFHS is an English medium school and in Grades Kindergarten to Grade 10 it follows the ICSE syllabus. Students in Grades 11 and 12 have the option of following the ISC or IB Diploma Programme Syllabus, both these curricula are taught in English.

Self-Study option and guidance is given to IBDP students whose medium of instruction i.e. the first language is not English (Please refer to the English as a Second Language Section for more details).

3.2 SFHS Community and Context

Strawberry Fields High School is located in Chandigarh which is the capital city of the Indian states of Punjab and Haryana. The mother tongue of students is predominantly Hindi or Punjabi. Parents here prefer to send their children to English medium schools, as they feel this will enable them to partake in more opportunities and also provide them with the tools necessary to interact in a global world. Communication in all government offices and public spaces is also mostly in English. According to the survey conducted in 2020 on “Domicile and Mother Tongue Information” to the entire school community, including 1900+ students and faculty, we have been able to derive the following insights from 686 responses:

- SFHS is a uni-national school with 97.1% students hailing from India, followed by 1.2% from USA, 0.9% from the United Kingdom, and 0.4% from Canada
- 54.7% of respondents are from Chandigarh, 26.4% are from Punjab and 11.1% are from Haryana. The remaining respondents are from states like Himachal Pradesh, Maharashtra and Jammu and Kashmir
- 64.4% of respondents identified Hindi as their mother tongue and 32.4% speak Punjabi as their first language. The remaining participants identified other scheduled languages like Tamil and Gujarati as their mother tongue.
- The SFHS community is multilingual - 54.7% of the respondents are bilingual, 21.7% of them speak three languages and 2.9% of participants speak four languages.

Bearing in mind the perspectives shared in the aforementioned survey, we have identified Hindi as the primary mother tongue language and Punjabi as the secondary mother tongue language that the school must cater to in ways suitable to the needs and context of the school. The school embraces and celebrates cultural and linguistic diversity and endeavors to represent them through a variety of ways (for further details, please refer to the section on Mother Tongue Support and English as a Second

Language). As an ongoing endeavor to identify and cater to the mother tongue languages of new students, questions regarding domicile and mother tongue information have been added to the school admission form.

3.3 International Baccalaureate - Diploma Programme

The Diploma Programme emphasizes the importance of the study of languages continually through its mission, aims, objectives and in the structure of its course programmes. Emphasizing the crucial role that teachers play in language acquisition, the IB considers all DP teachers to be language teachers (International Baccalaureate Organization, 2015).

To fulfil the requirements of the DP, a student requires the study of at least two languages. Most students opt for the English A Language and Literature in Group 1 and make a choice for Group 2 from Hindi B, French Ab initio (if they have not studied French in Grades 9 and 10) or French B. We aim to provide additional choices for Group 2 as and when language teachers become available. Should a student express a particular desire to study a language that we do not offer, an online course option would be investigated together with parents, students and the school management. Well-resourced special-request and school-supported self-taught options in Group 1 to maintain the mother-tongue development will be considered on a case-by-case basis.

However, in the event of a student wishing to pursue their 'mother tongue' in Group 1 which is not English then the 'school-supported self-taught' option (SSST) in Language A: Literature SL will be considered in conjunction with the student and their parents/guardian. It is aimed that this option will be provided during the school timetable, but this will be reviewed regularly and if required further support will be provided. The Language A English Educator, who is well versed with the Language A course, will be the administrator. Most likely the language to be studied will not be the native language of the administrator, and hence a mother-tongue supervisor will be sought preferably from the community or online to assist the student and administrator over the two-year course.

3.4 CISCE

The CISSE lays considerable emphasis on students being exposed to languages and acquiring a secure command over them. To secure pass certificates in the external examinations of Grades 10 and 12, students must pass examinations in English Language and Literature. It also requires that students are taught Hindi as a second language from Kindergarten onwards, and a third language from Grade 5

onwards (in SFHS students are given a choice between French or Punjabi, the secondary mother tongue language in our school's context). In Grades 9 and 10, English Language and Literature is compulsory and a second language (French, Hindi or Punjabi), and in Grades 11 and 12 English Language and Literature is compulsory.

The timetabling of lessons in the middle school is as follows:

English – 6 periods per week Hindi- 6 periods per week

Punjabi- 3 periods per week French- 3 periods per week

The timetabling of lessons for Grades 9 and 10 (high school) is as follows:

English – 6 periods per week Hindi/Punjabi/French – 5 periods per week

3.5 Future Guidelines

India's Three Language Formula according to the New Education Policy 2020

- As a medium of instruction: Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond it will be the home language/mother-tongue/local language/regional language.
- The three-language formula will continue to be implemented to promote multilingualism as well as promote national unity.
- NEP states that there will be greater flexibility in the three-language formula. But no language will be imposed on any State.
- To learn three languages will be the choice of States, regions, and students themselves, as long as at least two of the three languages are native to India.

According to the HRD Ministry of Education, the three-language formula will continue to be implemented in schools "with greater flexibility" but "no language will be imposed on any state."

3.6 Student Profile

Majority of the students entering Kindergarten have been exposed to the English Language for approximately three years in preschool. When they arrive in SFHS most students are able to understand and speak English (although the level is considerably dependent on the language spoken at home), identify the different letters of the English alphabet and have started learning to read using a blend of

phonics and 'sight' words. Twenty-five percent of students entering Kindergarten are from Economic Weaker Section of Society (EWS) category; these students generally have not had pre-kindergarten education and have had very limited or no exposure to the English Language. Their mother tongue is Hindi / Punjabi and they are supported extensively by the SEN Department that takes parallel lessons for them in English.

We also attract admissions of expatriate students who are returning to India after having studied abroad previously, due to the teaching and learning style we follow. Most of these students have a secure knowledge of the English Language but usually have low proficiency in Hindi. Further information on the SFHS Student Profile is provided in Section 3.3 and information on mother tongue support is provided in section 4.4.

3.7 Language of Communication

The school uses English as its official language for the purpose of communicating and managing the school. We are aware that the school community is multilingual and for functioning purposes uses more than one language. Communication with parents is in English, however, teachers are aware that some parents are comfortable in communicating in another common language and will do so at their preference and comfort level. The support staff typically uses Hindi or Punjabi as means of communication in their daily interactions.

The school has plans to provide support for students who are not proficient in the language of instruction, which is English – refer to section 4.4 for information on how the school supports English as a second language.

- The school supports learning of host country language and culture for new admission and for those who are not proficient in language learning - refer to section 4.4 for information on how the school supports learning of the mother tongue language.
- The school accesses community resources to support language development like public libraries, guest speakers, field trips, amongst others

Chapter 4. Language Policy at SFHS

4.1 Admission and Follow up

Junior School

At the time of admission in Kindergarten / Grades 1 and above, we discuss with the parents the level of achievement in English and Hindi and formulate a better understanding after a few weeks of the student attending school and develop an individualized plan according to learning objectives to develop better understanding in the required language. Extra support is provided by the class and/or Hindi language teacher, the Counselling team via Breakaway Intervention Sessions (BIS) and individual sessions.

Middle School

At the time of admission, we discuss with the parents the level of achievement in English and Hindi and develop an individual plan. From April 2021, the school will administer diagnostic assessments to evaluate the student's current level of proficiency in both subjects and develop an individualized plan for support, if required. Students from Grade 5 onwards have the option of choosing between French or Punjabi for their third language. For admission in Grade 6, 7 and 8, an assessment is also made of the third language and appropriate support is provided by subject educators. If a student joining Grade 8 has not done a third language and / or hasn't studied Hindi (usually because they have studied abroad) and is planning to pursue the ICSE course, then an exemption is sought from ICSE board. Students are encouraged to pursue second and / or third language, however to help them become ready for secondary education.

High School

At the time of admission in Grade 9 or 10, the student's previous study record through Middle School is checked so as to advise the appropriate second language selection. From April 2021, the school will administer diagnostic assessments for admission to Grades 9 and 10 to evaluate the student's current level of proficiency in both subjects and develop an individualized plan for support, if required. For Grades 11 and 12, a placement/entry test in English is administered. SFHS, presently offers Hindi, Punjabi or French as a second language option to students to cater to mother tongue languages as well as the most popular language in the school context. For Grades 11 and 12, it is essential for a student to have studied English up till Grade 10 level; there is no requirement for a compulsory second language.

IB Diploma Program

At the Diploma level the school offers English as a Group 1 subject under which English A Language and Literature is offered at HL or SL level. In group 2 along with Hindi B at the standard or higher level, French B is available at standard or higher level along with Ab Initio level. We at SFHS aim at students achieving proficiency not only in English but in other languages as well. Language acquisition helps the students to become proficient in reading, writing, listening, speaking and understanding the language. We believe students learn best if they are provided with the opportunities to engage in learning within meaningful contexts and self-assessment through reflection. Levels are decided on the basis of the course of study in the previous class. If a student has no previous background in a given language, then the student may study that language at an Ab initio or SL. During the admission process the students are interviewed and evaluated by the counsellor and the coordinator to understand their prior learning in the Group 1 and 2 languages and are given guidance and counselling accordingly. In case of a foreign national required assistance and guidance is given to the student (please refer to section 4.4).

4.2 Students with Special Educational Needs

SFHS has a number of policies in place to make the learning of languages accessible to students with special educational needs. The SEN Department conducts regular counselling sessions to provide additional assistance to students who are experiencing difficulties in languages. In Junior School and Middle School, the SEN Department runs parallel/concurrent classes to support the learning of English among SEN students. The Department also consults regularly with psychologists and specialists to determine how the curriculum can be adapted to better suit the needs of our students.

In alignment with the CISCE and IBO guidelines, SFHS can provide exemption from the requirement of a third language, an amanuensis and/or a reader. For more information, please refer to the SFHS Document, *Inclusion Policy*.

4.3 Use and Development of Language Across the School

At SFHS the method of learning languages is a gentle process where children are made comfortable to express themselves in the language they are comfortable with, together with positive encouragement to use the one that is being taught. The school atmosphere encourages the development of the view that all languages are equal. In all school events all languages are given opportunities to be used and appreciated. It is ensured that there is an inclusion and equity of access to the IB programme to all

learners, including those who are learning in a language other than their mother tongue and even to students with special learning needs.

4.4 The Use of Mother Tongue and English as a Second Language

In order to stay informed and connected with their cultural identity and heritage, all students at SFHS are encouraged, as they have the right, to develop their mother tongue. There is also a recognition that a strong level of competency in the mother tongue or first language of students can be an important ingredient in their success as learners of additional languages. The school recognizes the importance of Hindi and Punjabi languages, and the culture they bring with them, as indigenous to the state in which the school is located. This is appreciated and promoted through curricular, co-curricular activities, and outreach programs. The school celebrates its linguistic diversity by conducting language week, annual literary events (like Wordsmiths, Rhapsodia, Shiladhaar), assemblies during the academic year in which students present skits, poems, short stories, etc. to highlight the linguistic culture of the school. The school provides opportunities for supporting mother tongue languages by procuring and maintaining a repository of resources in the library of different scheduled languages, which is added to on an ongoing basis.

Other Areas to Develop the Language capabilities:

1. Students Exchange Programs: Students undertake exchange programs to experience, first hand, the culture, society, accents, food habits etc. of countries where people speak the language which a particular student has taken up as his/her 2nd or 3rd language option. (Milan, France)
2. English Literature that is studied has been designed to expose the students to various genres and languages of authors taking novels, poetry, short stories and plays, into account
3. The School Library stocked with a variety of contemporary and classic literature sustains the reading habits and love for literature of the students.

Junior School

Currently, the school employs the following strategies to support English as a second language and provide support for mother tongue languages:

- Story writing through various interesting activities. Each element of story writing is covered through collaborative activities which involves each and every child.
- Poetry writing being covered in detail, which covers knowledge of the genres of poetry. Recitations are being conducted.

- Speaking and listening activities are covered through assemblies and role plays.
- Presentations on the ongoing themes are also done.
- We utilize a bilingual approach during our class discussions due to the EWS children in the class.
- Presentations in Hindi- The children give presentations in Hindi on subjects such as Independence Day, Mahatma Gandhi and Diwali. They even do 'show and tell' in the language.
- Hindi poetry recitation- Children have poetry recitation in Hindi, in which each and every child is encouraged to participate.
- Sandwich approach in teaching- While teaching a concept in Junior School, the educator shares information in English and then in Hindi and then in English again.
- Identified students of Grades KG to 4 are helped by the counsellors in overcoming the language barrier through dedicated classes three times a week.
- Talking about the reason behind various public holidays and celebration of festivals through related art work and other activities.
- Theme based teaching: A theme is taught for a fortnight to a month in all subjects. For example: if 'birds' is the main topic in EVS, it will be taught in English as well as in Hindi class too.
- Exposure to children about their culture through various dance performances and art work.

Planned actions (from May 2021 onwards)

- Class assemblies in Hindi/Punjabi to promote mother tongue usage
- Assessing the proficiency level of ESL students using a targeted yet informal approach
- Providing support for Punjabi language at primary level through opportunities for conversational use, such as the establishment of the Language Club and an annual Language Day

Middle School

From May 2021 onwards, the school will offer concurrent Beginner and Standard level classes for both English and Hindi. Students who join mid-year who have not studied Hindi or Punjabi previously would join in as beginners so as to make quick gains and to come up to standard grade level. The expectation is that beginners will move to standard level by the end of the school year, and would average 50% in Language aspects such as listening, speaking, reading and writing parameters that are essential. Once the proficiencies are sufficient at the end of the year on the basis of internal assessments and regular tests, they will be moved on to the standard level classes. Language progress in pupils is monitored internally and reported to parents every term through the school reporting system. The school has a

robust individual Record of Assessment (RoA's) replete with comprehensive Learning objectives for each language- English, Hindi, Punjabi /French. These learning objectives, combined with the assessment included in the Appendix, will be used to track student progress every term.

Currently, the school employs the following strategies to support English as a second language and provide support for mother tongue languages:

- Introduction to a variety of global and Indian literary genres, poets, writers forms a part of the language curriculum. For example: Novels, prose and poetry span American, British and Indian writers.
- In-service training for teachers has been arranged, including collaborative sessions on the role, relevance and teaching of subject-specific academic language, small group training sessions on academic issues, involvement of the Coordinator in the teaching and learning groups.
- In addition, there is liaison between the language educators, parent fraternity and the co-ordinator on numerous occasions to discuss student concerns of language learning.
- Using Games as a technique for teaching nuances of grammar. For example: Class 5: Prepositions- guessing objects based on clues. Nouns- 'Four corners'.
- Using Soft boards as a teaching medium. For example Class 6: 'Prepositions to create the ideal room.'
- Sensory mediums for learning. Example: Clay modelling for short story initiation in Class 6 and Re-creating the Novel cover art in Class 7.
- Role Play exercises in classroom teaching. Example: Class 6 short story enacted via Role play
- Extempore activities and competitions, both in-class and inter-house.
- Debates – in-class, inter-house and intra-house.
- Brainstorming and Writing - Narrative essays, argumentative, persuasive articles/essays, imaginative stories across Classes 5-8
- Editing the middle school newsletter 'Articulate' in English, Hindi, French and Punjabi.
- Street Plays/ 'Nukkaad Nataks' performed by Class 8 students.
- Public Speaking /compering / anchoring events such as Vaagmita, Cadence, Quizzards in Hindi and English.
- Library as a resource for extension of the reading curriculum with a dedicated period per week.
- Directed research especially in grades 7 and 8 on social issues such as Manual Scavenging in India.
- Fact finding and presentations around prominent writers/ poets in grade 8.

Planned actions (from May 2021):

- Class assemblies in Hindi/Punjabi to promote mother tongue usage
- Assessing the proficiency level of ESL students using diagnostic assessments (example is presented in the Appendix).
- Providing support for Punjabi language at primary level through opportunities for conversational use, such as the establishment of the Language Club and an annual Language Day
- Mentor students to articulately express their thoughts and ideas, in the language that students are comfortable with while maintaining academic honesty and integrity.
- Curtail the stigmatisation around the use of mother tongue- Hindi/ Punjabi and vehemently encourage its use.
- Celebrate various indigenous occasions and festivals.
- Need for a greater number of debates, recitations, creative writing and dramatics in mother tongue (Hindi / Punjabi) which cater to the enhancement of language skills through a range of interesting competitive and non - competitive activities.
- The school will engage the SEN Counselling Team to lead parallel/concurrent Beginner classes in English (6 periods/week) to support the ESL needs of students. Further, it will designate an ESL Coordinator who will review school data with the respective Coordinators and subject teachers to screen for ESL pupils in need of additional support. The ESL Coordinator will identify individual classroom support strategies for ESL learners, and communicate them to all class/subject teachers and counsellors and on an individual basis.
- For Hindi, the school will seek the services of a dedicated Hindi teacher who will lead parallel/concurrent Beginner level classes (6 periods/week) for students who new to the language.

High School

- The support to ESL is evident through the complexity in the levels of literature / variety in genres / poetic devices and structures being studied along with language arts components, which progress in a graded manner.
- There are role-play activities conducted in class, assemblies, poetry and debate competitions, organized during the school year to facilitate the usage and gain a level of proficiency, both in the mother tongue (Hindi) and ESL.
- The interdisciplinary events held at school focus on English and Hindi (Cadence, Rhapsodia, Wordsmith, Shiladhaar)

Planned actions (from May 2021)

- Greater stress needs to be given to other languages spoken at home by the students through activities in the school calendar like inter-house competitive events around the written and spoken language - debate, extempore, roleplay, creative-writing.
- For ESL learners and those who are new to Hindi in Grades 9 and 10, the school will seek the services of a dedicated ESL and Hindi teacher who will lead parallel/concurrent Beginner level classes as per the following schedule:

English – 6 periods/week

Hindi – 5 periods/week

4.5 Subject Specialist Teachers

- In both Kindergarten and Class 1, English and Hindi are taught by the class teacher. In order to create a more holistic and nurturing environment, most subjects are taught by the class teacher.
- From Class 1 onwards, students are taught by a specialist Hindi teacher.
- French and Punjabi are taught by specialist language teachers.
- Beginner level classes for Hindi in the middle school, and both English and Hindi in the high school, will be taught by specialist teachers.

4.6 Assessment

- We continually assess students work to monitor progress in terms of key learning objectives. These are reported twice a year.
- In the primary school anecdotal records, teacher assessment on assignment and gradual introduction of short tests are used.
- In the middle and high school, anecdotal records, teacher assessment on assignments, tests and examination on comprehension, grammar, project work, extended writing and appreciation of text are used to build upon the results of the diagnostic assessments.
- The ICSE and ISC language curriculum also includes Aural and Oral assessments in English, Hindi, Punjabi and French.
- The Diploma Program (DP) level, assessment is rigorous, criterion based and consistent. It differentiates according to the student ability. Distinct learning outcomes envisioned through the study of languages over a period of two years, in keeping with the particular requirements of the aims and objectives of languages taught form the basis of assessment. Both formative and summative assessment, is fundamental to learning and teaching and therefore fully integrated

into the programme. Assessments are based on IB criteria which test the required skills in languages. The students receive regular feedback on the progress in language learning. We understand that Diploma students come from varied backgrounds and they will gain ground at different paces. All written modules of the final examination are assessed externally, while the Oral component is assessed internally by the language teachers, and then moderated externally by the IB. All teachers are considered to be language teachers who promote the development of language through subject-specific terminology and command terms.

- Free independent creative work in all parts of the school is taken very seriously to see how language development is progressing.

4.7 Library

All students from KG upwards are encouraged to read by allocating regular weekly visits to the school library.

Over the years, we have tried to formulate a well-balanced library that caters to all age ranges and; a large variety of topics. Earnest effort is made to acquire books, audios and videos of all languages taught in school. Quality of literature and print is an important point of consideration when books are being procured for the library. As a school, we are open to suggestions from all educators regarding the procurement of new books for the library. The school is also an active member of the British Council Library.

The school fraternity has free access to all the resources available in the library and the students are encouraged to make optimum use of the available resources. They are made aware of the importance of these works through their individual assignments, given by the teachers now and then, as in order to come up with responses for the assignments, they must make the most of the assistance provided by these resources. This practice inculcates the habit of academic honesty, which is highly important not only to the IB but also to the school as it results in genuine work that is personal to each student meaning that it acts as a tool for evaluating the competence of a student's learning. The librarian plays a key role in providing books, resources that enable language learning. The Librarian collaborates with language and subject teachers and gives guidance and assistance on resources available, the books to order, etc. The librarian guides students with the level of books to be issued to students depending on their ability, interest and style.

4.8 Language Support for Teachers

As all teachers are language teachers, it is important for the school to ensure they are confident and technically sound. Teachers are keenly observed to ensure they provide opportunities of good model use of language in all aspects of school life.

Every teacher is associated with a coordinator to whom s/he can turn to for individual development needs. The coordinator is responsible for observing development requirements and putting into place opportunities to develop languages.

Workshops are organised by the school management to develop language needs if a significant group is present.

In the Diploma Program the IB language educators are given opportunities to attend on line and face to face workshop sessions. The educators also attend job alike sessions like SAIBSA and collaborate with other institutions.

4.9 Responsibilities

Educator Responsibilities

- Nurture the use and expression of different languages within the classroom.
- Be sensitive and receptive to the existence of distinct cultures within the classroom.
- Connect information learned in the new language to more familiar contexts.
- Encourage the knowledge of extended vocabularies, both specialized and general, in different languages.
- Use language that is respectful and compassionate towards all parents and students.
- Mentor students to articulately express their thoughts and ideas, in the language that students are comfortable with while maintaining academic honesty and integrity.
- Realize that the learning of languages is not limited to the classroom, but is a continuous process.
- Realize that the development of language not only in language classes, but also in other academic subjects and school life.
- Endorse the equal value of all languages.
- Proactively enhance the development of their language skills.
- Proactively provide feedback about the development of language to Coordinators, Dean IBDP or Principal during the year and through the review feedback form.
- Teachers are aware of the Language policy and language profile of the learning group.

- Teachers are able to give examples of how the school's language policy influences their collaborative planning horizontally and vertically.
- Teachers recognize that, as language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication and understanding that language is a mode for learning, assessing and understanding.

Coordinator Responsibilities

- Nurture the use and expression of different languages within the larger school environment.
- Set an example for the educators by using respectful and compassionate language for communication.
- Be a resource for the educators, to assist with developmental difficulties of the students.
- Organize workshops to develop language needs if there is a significant need.
- Be sensitive, receptive and accommodative towards different types of cultural and language learning needs.
- Realize that the learning of languages is not limited to the classroom, but is a continuous process.
- Observe professional development requirements in educators and provide necessary support.
- Realize that the development of language not only in language classes, but also in other academic subjects and school life.
- Endorse the equal value of all languages.
- Facilitate the review process and proactively engage staff in providing feedback through conversation throughout the academic year.
- Administrators, teachers, librarians and other school staff are given professional development training in the fields of language learning and teaching.

Parent Responsibilities

- Encourage the reading of a wide spectrum of print and electronic sources in English and the student's preferred second and/or third language.
- Actively participate in the student's learning of language.
- Realize that the learning of languages is not limited to the classroom, but is a continuous process.
- Realize that the development of language not only in language classes, but also in other academic subjects and school life.
- Endorse the equal value of all languages.

Students Responsibilities

- Be open-minded to the acquisition of new languages.
- Commit to enhancing their vocabulary in English, a second and/or third language by reading a variety of print and electronic sources.
- Complete language assignments in a timely manner.
- Understand the cultural nuances of the language being learned.
- Realize that the learning of languages is not limited to the classroom, but is a continuous process.
- Realize that the development of language not only in language classes, but also in other academic subjects and school life
- Learning at least one language in addition to mother tongue.

Policy Distribution & Review

The SFHS Language Policy is a working document and will be constantly modified to reflect institutional and curriculum change. The document will be available on the school portal and website to all staff, students and parents in a downloadable and printable format.

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Appendix

Prior knowledge assessment of the learner is identified and he / she is assessed on four different focus areas of the language: listening, speaking, reading and writing, as per the sample assessment/progress report below. A detailed individualized plan is then made for the learner which also becomes the parameter for assessments all through.

ESL Assessment Test for Middle School

Beginner level (Grades 5 &6)

Reading:

My School

Hi I'm Josh. I am 11 years old. I (1) ---- at Pine Valley School. It is a very big school. I love my school and (2) ---- teachers. They are very nice. I (3) ---- many good friends. I (4) ---- playing basketball with my class-mates after school. I like all my classes, but math is my favorite (5) ---- this year. I sit in the front row of class. I (6) ---- getting up early and I am sometimes late. I have a sister. (7) ---- name is Lea. she (8) ---- only nine. She (9) ---- painting a lot. She (10) ---- to be an art teacher.

1. study goes ide do
2. my I you am
3. has have am s
4. likes ive ike go
5. drink work color subject
6. jump play doesn't like don't like
7. her they his he
8. is am are goes
9. works ike eats ikes
10. wish wants want wishing

Speaking

1. Tell us about a T.V. programme you have recently seen.
2. Do you use the Internet frequently to learn about things? What sort of things do you look for?
3. Who do you spend your free time with and what do you do together?

LISTENING

Example :

Listen to the passage and fill in the blanks.

Recording says, 'Spot is a dog. He loves bones. Spot lives in a blue doghouse. He loves to chew on his bones. Spot is a happy dog.'

1. Spot is a _____.
 - a. Cat
 - b. Person
 - c. Dog
2. Spot loves _____.
 - a. Bones
 - b. Blue
 - c. Houses
3. Spot lives in _____.
 - a. A garage
 - b. A blue doghouse
 - c. A red doghouse

WRITING:

Write a paragraph about your family.

Write the details of a birthday party/ wedding you attended.

Intermediate level (Grades 7 & 8)

Reading:

I was only 4 years old when my dad was working with elephants, lions and tigers. ----. When I was 14, I was already taking care of and raising baboons and lion cubs, leopard cats and other animals. At 17, I began working professionally with elephants. I did that for about 8 years and then gave it up. I have been working in the construction business since then.

- A) Elephants and many other animals are just like people
- B) Therefore, I always had animals around me
- C) You have to love them unconditionally
- D) But nothing would happen to elephants
- E) They are the type of animal that demands food all the time

2.

You need a total of about 60 minutes of physical activity a day. Here is the good news. ----. Five or ten minute sessions of physical activities throughout the day are just as good for you. These may include walking, jogging, running, and riding a bike.

- A) It will give you lots of ideas for staying fit and healthy
- B) He regularly takes physical education classes at school
- C) You should turn off that television and get moving instead
- D) A program called "The Fitness Fighters" was started
- E) This does not have to be done all at one time

3.

----. And they are certainly right. Sunscreen protects your skin from ultraviolet light rays. Too much ultraviolet is bad for your skin. If you spend a long time outside without any sunscreen on, you might get a sunburn because of the ultraviolet rays.

- A) Ultraviolet light can get rid of bacteria in eggs and apple and make them safer to eat
- B) Your parents tell you to wear sunscreen when you're outside in the summer
- C) When we are outdoors, we are exposed to pollens and dust, and other irritants
- D) However, they can also trigger asthma attacks, which are more serious
- E) It seems to be the safest way to make food safer before we buy it

Speaking:

1. How are weekdays different from weekends in your family's life?
2. Could you tell me about a holiday you enjoyed a lot?

Listening:

Answer questions after listening to :

<https://www.esl-lab.com/easy/happy-birthday/>

Or

<https://www.esl-lab.com/easy/school-schedule/>

Writing:

1. Do you agree or disagree with the following statement?

Television advertising directed toward young children (aged two to five) should not be allowed. Use specific reasons and examples to support your answer.

Choose the best option to go with the paragraph flow to complete the exercises.

2. Squirrels

Squirrels live mostly in the forests of Europe and north America. ----. That is the size of two of your hands. Behind them and often suspended over their backs are their tails, wide, upright and furry, and

almost the same size as their length. Thanks to this long tail, a squirrel can jump from one tree to another without losing its balance.

- A) It can readily run along branches
- B) They are about 25 centimeters long
- C) It's an interesting method of communication
- D) Some squirrel species can also fly
- E) Sleeping is a great threat to squirrels

3. Atlantis Island

Atlantis is an island whose existence and location have never been confirmed. The first references to Atlantis are from the classical Greek philosopher Plato, who said it was engulfed by the ocean as the result of an earthquake 9,000 years before his own time. ----. They also added that Plato made up the story using elements that may have been drawn from real events.

- A) Plato described Atlantis as an ideal state, and the name is considered synonymous with Utopia
 - B) Plato's accounts of Atlantis are in his works *Timaeus* and *Critias* and these philosophical dialogues are the earliest known references to Atlantis
 - C) The legend of Atlantis is frequently featured in many books, movies, television series, and other creative works
 - D) While there are many hypotheses about Atlantis, the vast majority of scientists conclude that Atlantis never existed
 - E) According to the legend, an island called Atlantis in the Atlantic Ocean was swallowed by an earthquake.
-

ESL Proficiency Mapping progression Sheets:

Middle grades6-8

Student Name:	Grade:	Grade:	Grade:
	Teacher:	Teacher:	Teacher:

	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
LISTENING Linguistic Vocabulary (knowledge of words and their meaning)	Understands a few words (approximately 1000), including: <ul style="list-style-type: none"> • utility words • descriptive words related to familiar objects and actions, with visual support. 		Understands some words including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words related to familiar topics, with visual support. 		Understands more words including: <ul style="list-style-type: none"> • utility words • descriptive words + subject-specific words • academic words related to familiar topics, with visual support. 		Understands a range of words including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words • synonyms and antonyms related to curricular content. 		Understands a broad range of words including: <ul style="list-style-type: none"> • synonyms • antonyms • adjectives • adverbs • words with multiple meanings related to curricular content. 	
Linguistic Syntax (knowledge of word order and sentence structure)	Understands: <ul style="list-style-type: none"> • simple commands and phrases with visual support and demonstrations. 		Understands: <ul style="list-style-type: none"> • three-step commands and phrases • simple sentences on familiar topics, with visual support. 		Understands: <ul style="list-style-type: none"> • multi-step instructions • detailed sentences on familiar topics, with visual support. 		Understands: <ul style="list-style-type: none"> • multi-step instructions • complex sentences on familiar topics, with minimal support 		Understands: <ul style="list-style-type: none"> • detailed instructions • complex and compound sentences on unfamiliar topics, independently. 	
Strategies of Questioning (knowledge of ways to seek information)	Responds to: <ul style="list-style-type: none"> • short, simple questions on familiar topics. 		Responds to literal questions using: <ul style="list-style-type: none"> • "what" • "where" • "when" • "who" • "how many" on familiar topics. 		Responds to: <ul style="list-style-type: none"> • open-ended questions on familiar topics. 		Responds to: <ul style="list-style-type: none"> • open-ended questions on unfamiliar topics. 		Responds to: <ul style="list-style-type: none"> • hypothetical questions • inferential questions on unfamiliar topics. 	

	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Strategic Clarification (knowledge of ways to confirm understanding)	Communicates: • understanding or misunderstanding using: • familiar expressions.		Demonstrates listening for: • new words using: • familiar clarification phrases.		Demonstrates listening for: • key words by asking: • familiar clarification questions.		Demonstrates listening for: • key concepts by asking: • a range of clarification questions.		Demonstrates listening for: • important information by asking: • specific questions.	
Socio linguistic (awareness of social and cultural factors influencing the way language is used)	Understands: • familiar greetings • known gestures + tone of voice.		Understands • familiar social expressions.		Understands a variety of: • social expressions • slang.		Understands common: • colloquial expressions • idiomatic expressions.		Understands: • idiomatic expressions • humour • Cultural references.	
Discourse (knowledge of how ideas are organized and connected)	Understands: • familiar commands • the gist of conversations • short phrases connected with "and" and "then" in familiar social interactions and classroom routines.		Understands: • main ideas of simple sentences connected with: • common conjunctions • time markers • Sequence markers on familiar topics.		Understands: • main ideas • some details • clauses in related sentences connected with: • common conjunctions • time markers + Sequence markers on unfamiliar topics.		Understands: • main ideas • specific details • clauses and sentences in paragraphs connected with a variety of: • conjunctions • time markers • Sequence markers on unfamiliar topics.		Understands: • main ideas • specific details • complex sentences in related paragraphs connected by a variety of: • cohesive devices in academic explanations.	
Auditory Discrimination (ability to hear differences in the sounds of letters and letter combinations)	Identifies the initial sounds in: • words • words in familiar social interactions and classroom routines.		Recognizes: • impact of tone on speech in familiar social interactions and classroom routines.		Recognizes: • rhymes • cognates • minimal pairs • common contractions in texts on familiar topics.		Responds to: • reduced speech • contractions in texts on familiar topics.		Responds to: • rapid speech in texts on familiar topics.	

Comments:

SPEAKING	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Linguistic Vocabulary (knowledge of words and their meaning)	Uses a few words including: <ul style="list-style-type: none"> • utility words • descriptive words to express basic understanding or communicate immediate needs and preferences.		Uses some words including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words to convey understanding of familiar topics.		Uses more words including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words to convey understanding of curricular concepts.		Uses a range of words including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words to convey understanding of curricular concepts.		Uses a broad range of words including: <ul style="list-style-type: none"> • utility words • descriptive words • subject-specific words • academic words to convey understanding of abstract concepts.	
Linguistic Grammar (ability to form sentences conforming to the rules of English)	Uses: <ul style="list-style-type: none"> • nouns + simple present tense verbs • some plurals with errors and omissions.		Uses: <ul style="list-style-type: none"> • subject pronouns • present and regular past tense verbs • plurals • prepositions • adjectives • adverbs • with word-choice and word-placement errors. 		Uses: <ul style="list-style-type: none"> • object pronouns + irregular verb tenses • irregular plurals • prepositions with some usage errors.		Uses: <ul style="list-style-type: none"> • possessive pronouns • irregular verb tenses • irregular plurals • prepositions • word forms with occasional errors.		Uses: <ul style="list-style-type: none"> • a variety of verb tenses • subject-verb agreement • a variety of word forms with increasing accuracy.	
Linguistic Syntax (knowledge of word order and sentence structure)	Uses: <ul style="list-style-type: none"> • familiar patterned phrases • familiar patterned sentences. 		Forms positive and negative: <ul style="list-style-type: none"> • statements • questions • commands. 		Adds detail to positive and negative: <ul style="list-style-type: none"> • statements • questions • commands. 		Creates longer detailed sentences with clauses.		Varies sentence structures.	
Strategic (knowledge of techniques to overcome language gaps)	Participates in familiar classroom routines using: <ul style="list-style-type: none"> + repeated words • familiar phrases and questions. 		Communicates with peers and teachers using: <ul style="list-style-type: none"> • known phrases • simple routine questions. 		Interacts using: <ul style="list-style-type: none"> + known expressions • message replacement • questions to confirm understanding. 		Interacts using: <ul style="list-style-type: none"> • circumlocution • personal connections • questions to gather more information. 		Initiates and sustains communicative tasks by: <ul style="list-style-type: none"> • elaborating • commenting • restating • asking clarifying questions. 	
Socio-linguistic (awareness of social and cultural factors influencing the ways language is used)	Uses familiar: <ul style="list-style-type: none"> • expressions • gestures to interact in familiar social and classroom contexts.		Uses common: <ul style="list-style-type: none"> • expressions • slang • idioms when interacting with peers and adults.		Uses: <ul style="list-style-type: none"> • familiar slang • phrasal verbs in appropriate contexts.		Adjusts speech: <ul style="list-style-type: none"> • in formal and informal situations when interacting with peers and adults.		Uses: <ul style="list-style-type: none"> • culturally based idioms appropriately when engaging in a range of conversational situations.	
Discourse (knowledge of how ideas are organized and connected)	Connects words in phrases and/or short simple sentences with: <ul style="list-style-type: none"> • “and” and “then.” 		Connects ideas in sentences with: <ul style="list-style-type: none"> • conjunctions • time markers • sequence markers. 		Connects ideas in related sentences using a variety of: <ul style="list-style-type: none"> • conjunctions • time markers • sequence markers. 		Connects ideas in more complex sentences with: <ul style="list-style-type: none"> • a variety of cohesive devices. 		Connects ideas on the same topic to create a logical flow using: <ul style="list-style-type: none"> • transition words. 	

Pronunciation (ability to produce comprehensible speech)	Imitates some: <ul style="list-style-type: none"> English sounds in: familiar routines although pronunciation errors may interfere with meaning. 	Approximates: <ul style="list-style-type: none"> English rhythm stress intonation in: familiar social and classroom routines although pronunciation errors may interfere with meaning. 	Uses: <ul style="list-style-type: none"> comprehensible pronunciation appropriate rhythm appropriate intonation in: familiar and rehearsed activities although errors may still occur. 	Uses: <ul style="list-style-type: none"> comprehensible pronunciation appropriate intonation in: familiar and rehearsed activities with occasional errors. 	Uses: <ul style="list-style-type: none"> comprehensible pronunciation intonation with increasing accuracy in: unrehearsed situations where dialogue is spontaneous (accented speech is expected and accepted). 	
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Comments:

READING	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Linguistic Vocabulary (knowledge of words and their meaning)	Understands a few words including: <ul style="list-style-type: none"> utility words descriptive words. 		Understands some words : <ul style="list-style-type: none"> utility words descriptive words subject-specific words. 		Understands more words ly <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words. 		Understands a range of words including: <ul style="list-style-type: none"> words with multiple meanings some synonyms and antonyms a variety of subject-specific words a variety of academic words. 		Understands a broad range of words, including: <ul style="list-style-type: none"> words with multiple meanings synonyms and antonyms word forms related to subject-specific vocabulary. 	
Linguistic Syntax (knowledge of word order and sentence structure)	Understands: <ul style="list-style-type: none"> short patterned sentences on familiar topics. 		Understands: <ul style="list-style-type: none"> simple sentences titles headings captions. 		Understands: <ul style="list-style-type: none"> simple detailed sentences in short paragraphs. 		Understands: <ul style="list-style-type: none"> descriptive paragraphs with: varied sentence structure. 		Understands: <ul style="list-style-type: none"> related paragraphs with: complex and compound sentences. 	
Strategic Comprehension (ability to apply techniques and tools to construct meaning)	Relies on: <ul style="list-style-type: none"> labelled diagrams illustrations to understand new words.		Relies on: <ul style="list-style-type: none"> pictures familiar phrases patterned sentences context shared experiences to make meaning. 		Uses: <ul style="list-style-type: none"> rereading predicting self-correction to comprehend texts on familiar topics.		Uses: <ul style="list-style-type: none"> word analysis context cues self-monitoring to comprehend texts on familiar topics.		Uses: <ul style="list-style-type: none"> inferencing revising thoughts concluding to comprehend texts on unfamiliar topics.	
Socio-Linguistic (awareness of social and cultural factors influencing the ways language is used)	Understands the purposes of: <ul style="list-style-type: none"> fiction genre Nonfiction genre. 		Understands: <ul style="list-style-type: none"> literal meaning of simple texts on familiar topics. 		Understands: <ul style="list-style-type: none"> purposes of a variety of genres. 		Understands: <ul style="list-style-type: none"> common social expressions figurative language in texts on familiar topics. 		Understands a variety of: <ul style="list-style-type: none"> social expressions common cultural references in texts on familiar and unfamiliar topics. 	
Discourse (knowledge of how ideas are organized and connected)	Understands: <ul style="list-style-type: none"> simple sentences and clauses on familiar topics connected with: <ul style="list-style-type: none"> "and" and "then." 		Understands: <ul style="list-style-type: none"> simple sentences and clauses on familiar topics connected with: <ul style="list-style-type: none"> » conjunctions time markers sequence markers. 		Understands: <ul style="list-style-type: none"> main ideas + details of related sentences and clauses connected with: <ul style="list-style-type: none"> conjunctions time markers sequence markers. 		Understands: <ul style="list-style-type: none"> main ideas details of paragraphs connected with: conjunctions conjunctive adverbs time markers sequence markers. 		Understands: <ul style="list-style-type: none"> related paragraphs connected with: a variety of cohesive devices devices that indicate comparison and contrast. 	
Fluency (ability to read accurately and with appropriate expression)	Reads: <ul style="list-style-type: none"> word-by-word with pausing to refer to visuals. 		Reads: <ul style="list-style-type: none"> with some phrasing by sounding out words, pausing to refer to visuals by rereading. 		Reads: <ul style="list-style-type: none"> with some expression substituting unknown words with familiar words with some self-correction. 		Reads: <ul style="list-style-type: none"> with expression with attention to common punctuation making meaningful substitutions. 		Reads consistently: <ul style="list-style-type: none"> with expression with attention to most punctuation with self-correction. 	

Comments:

WRITING	LEVEL 1 Beginning	DATE	LEVEL 2 Developing	DATE	LEVEL 3 Expanding	DATE	LEVEL 4 Bridging	DATE	LEVEL 5 Extending	DATE
Linguistic Vocabulary (knowledge of words and their meaning)	Uses a few words including: <ul style="list-style-type: none"> utility words descriptive words related to familiar topics and personal experiences. 		Uses some words, including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words related to familiar objects, actions and topics. 		Uses more words including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words related to curricular concepts. 		Uses a range of words including: <ul style="list-style-type: none"> utility words descriptive words subject-specific words academic words with increased understanding of curricular concepts.		Uses a broad range of words including: <ul style="list-style-type: none"> words with multiple meanings a variety of word forms. 	
Linguistic Grammar (ability to form sentences conforming to the rules of English)	Writes familiar: <ul style="list-style-type: none"> nouns verbs in present tense plurals prepositions with usage errors and omissions.		Writes: <ul style="list-style-type: none"> nouns verbs in present, past and continuous tense pronouns prepositions articles adjectives adverbs with word-choice and word-placement errors.		Writes: <ul style="list-style-type: none"> a range of grammar structures demonstrating some control of: word order plurals tenses subject-verb agreement. 		Writes: <ul style="list-style-type: none"> a range of grammar structures demonstrating more control of: word order plurals most forms of tenses subject-verb agreement. 		Writes: <ul style="list-style-type: none"> grammatical structures such as: embedded pronouns irregular plurals a variety of word forms a variety of verb tenses with increasing accuracy. 	
Linguistic Syntax (knowledge of word order and sentence structure)	Writes to: <ul style="list-style-type: none"> complete simple patterned sentences label pictures and diagrams in response to visual cues and shared experiences.		Writes: <ul style="list-style-type: none"> simple detailed sentences compound sentences. 		Writes: <ul style="list-style-type: none"> complex sentences simple paragraphs. 		Writes: <ul style="list-style-type: none"> a variety of simple and compound sentences ideas in logical sequence detailed paragraphs. 		Writes: <ul style="list-style-type: none"> connected complex sentences cohesive, well-developed texts with supporting detail. 	
Strategic (knowledge of techniques to overcome language gaps)	Uses familiar strategies, such as: <ul style="list-style-type: none"> copying words and phrases spelling sight words from memory spelling from charts, lists and other visuals. 		Uses familiar strategies, such as: <ul style="list-style-type: none"> spelling unfamiliar words, which reflect learner's own pronunciation capitalizing the beginnings of sentences putting full-stops at the end of sentences. 		Uses familiar strategies, such as using: <ul style="list-style-type: none"> words with similar sounds memory devices sentence frames word lists a personal dictionary to: spell familiar words write ideas complete patterned sentences use punctuation accurately. 		Uses common strategies, such as using: <ul style="list-style-type: none"> familiar vocabulary known phrases common expressions cognates templates to: <ul style="list-style-type: none"> find new words spell irregularly spelled words distinguish homophones and homonyms increase use of punctuation. 		Uses a variety of strategies, such as using: <ul style="list-style-type: none"> circumlocution word substitution format samples visual dictionary bilingual dictionary punctuation modelled in books to: <ul style="list-style-type: none"> add descriptions to writing make better word choices confirm spelling improve accuracy of punctuation. 	

<p>Socio-linguistic (awareness of social and cultural factors influencing the ways language is used)</p>	<p>Writes: + words • phrases to express: • ideas • thoughts • feelings and needs with support.</p>		<p>Produces texts using: • familiar words • familiar phrases • sentence frames to: • complete forms » create graphic organizers</p>		<p>Produces texts using: + new words • models • writing plan templatesto: • sort relevant from irrelevant information to complete graphic organizers • answer questions + complete journals entries • write personal responses, stories, presentations, lettersand expository texts.</p>		<p>Produces: • texts for specific purposes using: • samples, story plans or graphic organizers with minimal support.</p>		<p>Produces: • expository texts • narrative texts using: • knowledge of culturally appropriate forms and styles • story plans or graphic organizers independently.</p>	
<p>Discourse (knowledge of how ideas are organized and connected)</p>	<p>Connects words using: • “and.” Produces: • simple sentences.</p>		<p>Connects ideas in: • simple sentences using: • familiar conjunctions • time markers • sequence markers.</p>		<p>Connects ideas in: • related sentences using: • conjunctions + time markers • sequence markers.</p>		<p>Connects sentences into: • a cohesive paragraph using: • conjunctions • time markers • sequence markers.</p>		<p>Connects ideas in: • a three-paragraph narrativeor expository composition using: • a variety of cohesive devices • some transition words.</p>	
<p>Editing (ability to identify and correct writingerrors, improve word choice and make sentences clearer)</p>	<p>Forms letters and numbers with attention to: • spacing • line + direction. Spells: • sight words accurately.</p>		<p>Edits for: • basic punctuation • spelling of familiar and sight words.</p>		<p>Edits sentences for: + end punctuation • commas separating items in a list + simple tenses • regular spelling.</p>		<p>Edits sentences for: • placement of apostrophes and quotation marks • a variety of tenses • common irregularly spelled words.</p>		<p>Edits paragraphs for: • common punctuation • subject—verb agreement • tense • sequence of ideas.</p>	

Comments:

✓ = On Track ✓+ = Met X = Not Met E = Exceeded

ESL Progress Report for High School

(Year)

Student's Name: _____ Grade: 9th-12th Teacher: _____ ESL Teacher: _____

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeded

Listening	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors: <u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <p>Process recounts by • Matching everyday oral content related words and phrases to pictures, diagrams, or photographs • Selecting resources, places, products, or figures from oral statements and visual supports Process explanations by • Ordering events or stages of phenomena from oral statements • Identifying words and phrases related to sequence Process arguments by • Matching oral information to pictures, diagrams, or photographs that show points of view • Distinguishing words and phrases related to opinions or facts from oral statements Discuss by • Representing one's ideas using various media • Responding to yes and no questions posed by the group • Using nonverbal signals to demonstrate engagement in conversations</p>				
Speaking	1	2	3	4

<p>Newcomers will move to a Level 1 (Entering) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <p>Recount by • Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) • Answering select yes/no or Wh questions Explain by • Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) • Using words and phrases to identify visually supported phenomena Argue by • Relating points of view with visual support (e.g., posters, photographs) • Stating pros and cons listed visually on a topic Discuss by • Representing one’s ideas using various media • Responding to yes and no questions posed by the group • Using nonverbal signals to demonstrate engagement in conversations</p>				
Reading	1	2	3	4

<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <p>Process recounts by • Matching key content-related terms and ideas to images, graphs, icons, or diagrams • Sequencing illustrated text of narrative or informational events</p> <p>Process explanations by • Identifying key words and phrases that describe the topics or phenomena • Recognizing sequence statements and illustrations that describe phenomena</p> <p>Process arguments by • Matching media (e.g., posters, photos, banners) with point of view words and phrases • Connecting characters/historical figures with positions or stances on various issues</p>				
<i>Writing</i>	1	2	3	4

<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors: <u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <p>Recount by • Listing content words or phrases that relate to the topic • Including images, diagrams, and charts to add details to the topic Explain by • Producing short responses to questions using word/phrase banks • Labeling charts, graphs, timelines, or cycles to describe phenomena Argue by • Selecting words and phrases to represent points of view • Listing pros and cons of issues</p>				
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<i>Cultural</i>	1	2	3	4
<p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <p>Cultural for Newcomer ELLs Student will be able to describe in writing (in English and/or native language) the similarities and differences in the physical environment, people, school, and home environment between their home and adopted country using sentence stems.</p>				

Teacher Comments: Term 1