



LANGUAGE POLICY AND PROCEDURE

Updated November 2020

Version 3.0

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OUR VISION

“An Empowered, Innovative and Agile community of learners who achieve and contribute positively within and beyond the school”

OUR MISSION

Promote Learning
Encourage Responsibility
Celebrate Diversity

Mahindra 
International School

Mission Statement & Rationale

Our Purpose is to

Promote Learning

Encourage Responsibility

Celebrate Diversity

Promote Learning:

We promote learning through the IB Continuum of programmes (PYP, MYP and DP), using inquiry to develop conceptual understanding, skills and attitudes in a learning process that is contextualized locally, regionally, and globally.

Encourage Responsibility:

We encourage responsibility by developing global citizenship based on the understanding of our own well-being and that of others, fostering our sense of empathy, respect and tolerance so that we take action, making positive contributions locally and globally.

Celebrate Diversity:

We celebrate diversity by recognizing our own and others' identities, developing appreciation and tolerance for different world views and opinions. We recognize that language is an important part of culture and encourage the power of languages in building and communicating understanding.

Key Terms

Language acquisition – Learning the basic structures and use of a language through engagement with the environment as well as through formal, phase-appropriate programmes.

Language development – Learning and practicing the refined skills of critical literacy through conscious effort.

Additive multilingualism – Adding other languages to one’s learning where those languages and cultures do not replace the mother tongue (International Baccalaureate, *Language and learning in IB programmes*)

Mother tongue – “The language learned first; the language identified with as a ‘native’ speaker; the language known best; the language used most”; “the home language” (International Baccalaureate, *Learning in a language other than mother tongue*)

Trans-languaging-A process in which students draw elements from known languages, combining them to be able to communicate and meet social needs. (International Baccalaureate, PYP: From principles into practice)

MIS Language philosophy

“We read the world before reading the word; and the world is a text from which we make individual meaning” (Fecho 1997).

Mahindra International School (MIS) is a continuum International Baccalaureate school, that offers the Primary Years Programme, the Middle Years Programme and the Diploma Programme. Language learning is central to all learning at MIS, and we view language as a medium through which to discover and create meaning. We celebrate diversity by recognizing our own and others’ identities, developing appreciation and tolerance for different world views and opinions. We recognize that language is an important part of culture and encourage the power of languages in building and communicating understanding. We consider multilingualism and the development of critical literacy as a means for cultivating internationalism in our students.

All teachers are language instructors at MIS. All community members are language learners regardless of what language(s) they speak. All individuals possess unique funds of knowledge (Gonzalez), which are crucial for defining their ongoing cognitive development and for maintaining their cultural identity. We understand the importance of awareness of the difference between a specific cultural perspective and a human commonality and appreciate that language is an essential part of culture and that learning one goes hand in hand with learning the other. The majority of our staff is fluent in two or more languages. Our commitment at MIS is to create a learning environment that actively supports language development within a multilingual curricular environment, in which multilingual teachers are models of language usage and of attitudes towards culture as well as language and literature.

We aim for bi- and/or multilingualism in all our students through a range of language course options across the school. We promote a major host country language, through our growing Hindi programme and have introduced a regional Indian language, with our Marathi programme in PYP. We prioritize supporting student’s mother tongue through both teacher taught and self-taught courses.

Furthermore, we believe that language is most effectively learned and practiced in a context where risk-taking is encouraged and error-making is considered inevitable and is simply a process by which we learn. Language skills are acquired most effectively by using language in meaningful contexts, for constructive reasons—social, cultural, and academic, and through experiencing texts and literature from multiple cultural and linguistic sources (International Baccalaureate, *Developing academic literacy in IB programmes*). Classroom discourse happens in all subject areas and is one way that the transdisciplinary nature of language learning is facilitated at MIS. Talk in the classroom is fundamental to learning, and discussions, rehearsed talk and social talk, all play a key role in language acquisition and development at MIS.

Our commitment to IB Standards and Practices

As an IB World School we are committed to the following **standards and practices**:

Standard A, Practice 7

The school places importance on language learning, including mother tongue, host country language and other languages.

Language learning is central to all learning at MIS. We begin our language instruction during the admissions process, wherein a language profile is created for each incoming student. Discussions ensue regarding the language course options that would best support the student and our aim of additive multilingualism in the long term. English is the language of instruction from Early Years through to the Diploma Programme and support is provided to English language learners. If a child joining Primary school, does not have exposure to a language other than English, they are encouraged to take Hindi, the host country language.

In the Secondary school, the students, parents and school use discussion and assessments to direct choices for language courses that seek to be in alignment with our goal of facilitating both mother tongue development as well as additive multilingualism in student learning. In addition, we have recently added a host country regional language, Marathi to our programme. MIS invests in hiring and retaining highly qualified, professional language teachers for the languages of instruction and for other languages taught across the school. Parents and families work in partnership with the school to facilitate student's language learning. Parents are encouraged to read, talk, and communicate with their child in their mother tongue.

Standard C1, Practice 8

Collaborative planning and reflection recognizes that all teachers are responsible for language development

Since we teach language with an understanding that language learning transcends subject-area boundaries, collaborative planning among the instructional personnel is viewed as an indispensable component for effective language teaching and learning. To this end we use a variety of collaborative strategies to ensure best professional practices intended to generate optimal learning conditions for languages.

Teacher professional development days allow for collaborative work with literacy and/or language learning. Vertical articulation meetings are held periodically within and across programmes to review the language scope and sequence documents in order to ensure that the principles are lived and implemented by all teachers. Teachers also plan collaboratively both within and across grade levels. This can happen during grade level meetings, at transdisciplinary and interdisciplinary planning meetings, or at collaborative meetings with the PYP, MYP and DP coordinators.

Collaboration and co-planning between ELA teachers and subject teachers are done periodically to ensure that worksheets, teaching materials, assessments etc. cater to the needs of language learners. Differentiation and Scaffolding workshops are held throughout the year for the entire teaching and support staff. In addition, phase related information, WIDA scores and can do descriptors for ELA students are shared with all subject teachers.

Standard C3, Practice 7

Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

We offer continuous and consistent support for students who are working in a language of instruction—English—that is not their mother tongue. The school's English Language Acquisition Programme serves to support those students whose English abilities have not yet reached a point where the student can function independently in the English classroom. Students in the Primary and Secondary School have access to this phase-based programme as their language needs indicate. The goal of this programme is to help the students develop their English skills so that they can be fully integrated into the English/language and Literature classroom. In-class English Language support is provided to students by ELA teachers as required.

There is provision for the acquisition of the host country language, Hindi; this programme is growing every year. Provision is made for other languages as best fit the language needs of the students; mother tongue support; additive multilingualism.

Providing students with a variety of experience accessing information from books, reference materials and multimedia resources is another way that all teachers diversify learning of and through language at MIS. Receptive aspects of language (reading, listening, viewing) are taught and practiced using multiple genres within the categories of fiction and nonfiction. Likewise, productive aspects of language (writing, speaking, presenting) are taught and practiced using a wide variety of forms and modalities. Scope and sequence documentation guides the teachers' decisions about what receptive and/or productive aspects of language to teach and when to teach them. Our vertical articulation aims to spiral certain genres of text and forms and modalities of writing upward through the years, so as to reinforce the long-term retention of the students' learning from those experiences.

Insofar as language is taught holistically at MIS, it is also assessed in the same essential manner. We base our learning and assessment of language on the communication curricular strands of oral (listening and speaking), written (reading and writing) and visual (viewing and presenting) communication. Additionally, we view these strands as also comprising the productive aspects of language (speaking, writing, presenting) and the receptive aspects of language (listening, reading, viewing).

In Secondary, we use a range of assessment methods across subject areas: portfolios, criterion-referencing, conferencing, writing sample analysis, writing journals, reading logs, self- and peer-assessment, and written and oral feedback. In addition to assessing the products of student work, we also actively engage in assessing the process(es) by which those products are created. Both process and product inform the learning that a student undergoes, and so both are factored into our assessment practice.

At MIS, teachers ensure that a diverse selection of literature from across the world is used in the classroom. Including multicultural literature, promotes awareness of diverse global perspectives and representation of global concerns. This serves as a powerful tool for students to relate to their own culture and gain a deeper understanding of other people's cultures.

Standard C3, Practice 8

Teaching and learning demonstrates that all teachers are responsible for language development of students

At MIS, all teachers share the responsibility for student's language development. Language teachers are front runners in this regard however, subject teachers share ownership of language learning. Throughout the teaching and learning cycle, all subject teachers are aware of the language strengths and weaknesses of students and adapt their units for it explicitly.

Learning experiences, materials and assessments are planned in a manner that they are accessible to all students. Various strategies like vocabulary front loading, chunking of writing tasks and use of visuals help language learners. ELA teachers work alongside subject teachers to guide and implement necessary differentiation and scaffolding into classroom practices, teaching materials and assessments.

Language Courses and Pathways at MIS

At MIS, majority students, across the three programmes, study two language courses. English is the medium of instruction for all subjects. It is essential for all students to study one English course.

Language Courses

The language courses offered for each IB programme are specified below.

Primary Years Programme

Language of Instruction - English, ELA support provided

Language courses offered

- English- All students study English.
- English Language acquisition- Students acquiring English are taught and assessed in their year groups by Phase. Phases 1-5 are offered.
- French Language acquisition- Students learn French by phase. PYP phases 1-5 are offered.
- Hindi Language acquisition- Students study Hindi by phase. PYP phases 1-5 are offered.
- Marathi- All students in Grade 1 study Marathi. We plan to expand this language course.

Middle Years Programme

Language of Instruction - English, ELA-in class support provided

Language courses offered

- Language and Literature English- All students except those in English Language acquisition, study this course.
- Language and Literature Korean-Students proficient in Korean can choose this course. These lessons are conducted at the same time as Language acquisition.
- Mother tongue Language and Literature in Languages other than English (explained below)
- English Language acquisition- Students acquiring English are taught and assessed in their year groups by MYP Phase. Phases 1-6 are offered. These lessons are conducted at the same time as English Language and Literature.
- French Language acquisition - Students can choose to learn French. They are taught and assessed by phase and MYP phases 1-6 are offered.
- Hindi Language acquisition - Students can choose to learn Hindi. They are taught and assessed by phase and MYP phases 1-6 are offered.
- German Language acquisition - Students can choose to learn German. They are taught and assessed by phase and MYP phases 1-6 are offered.

Diploma Programme

Language of Instruction - English

Language courses offered

- Language and Literature English – The course is offered both at Standard and High Level.
- Language and Literature Hindi – The course is offered at HL.
- Korean Literature- This course is offered both at Standard and High Level.
- School Supported Self-Taught languages- (explained below)
- English Language acquisition - This course is offered at High Level.
- French Language acquisition - This course is offered both at Standard and High Level.
- Hindi Language acquisition - The course is offered at HL.
- German Language acquisition - This course is offered both at Standard and High Level.

Possible Language Pathways

Primary Years Programme:

1. English + Language acquisition French or Hindi- Students who join us in Primary Years and speak English as a first/home language, are placed in the English course. They have the option to study French (P3-P5) or Hindi (P1-P5) as a Language acquisition subject. Wherein students do not have a preference for second language, we encourage them to study Hindi, the host country language.
2. English + Language acquisition English- Students who join in Primary Years and are English Language learners or are completely new to English, are placed in English language acquisition in addition to studying the English course with all other students. Students are also provided in-class support by an ELA specialist teacher.

We offer home language support via parent organized sessions either as an Extra Curricular Activity or in the Language acquisition time for those not in ELA.

When students complete PYP and move to MYP, their language pathways are discussed and realigned if required. Ideally, students are placed in at least one Language and Literature course. Students are encouraged to continue the Language acquisition course they were studying in PYP.

Middle Years Programme:

1. Language and Literature English + Language acquisition French/German/Hindi- This pathway is taken by a significant number of MYP students at MIS. Students who are native English speakers or consider English to be one of their home languages will choose this pathway. These students have the option of studying French/German or Hindi as their Language acquisition course. This pathway will lead students to a Language A (English) and Language B (French/Hindi/ German) course selection at DP level.
2. Language and Literature English + Language and Literature Korean- This pathway is taken by many of our students who have Korean as their home language and are competent in English and have studied it for many years. These students study both courses as Language and Literature and as on the Korean classes coincide with the Language acquisition classes on the timetable, there is no clash or special arrangement necessary. This pathway leads students to a bilingual diploma at DP Level.
3. Language and Literature English + Mother Tongue Language and Literature – This pathway is chosen by a growing number of our MYP students. They study both English and their Mother Tongue as Language and Literature courses. As the mother tongue classes coincide with the Language acquisition classes on the timetable, there is no clash or special arrangement necessary. This pathway will lead students to a bilingual diploma at DP Level. However, the limited number of languages offered in MYP e-assessments currently, means many students studying their Mother tongue languages cannot receive a full MYP certificate.
4. Language acquisition English + Mother Tongue Language and Literature – This pathway is ideal for students who have a strong command of their home language/mother tongue and are either new to English or have been learning English for a short while. This pathway can lead students to a Language A (Mother-tongue) and Language B (English) course selection at DP level. It can also lead to a bilingual diploma if students make enough progress in their English language before they start DP. However, the limited number of languages offered in

MYP e-assessments currently, means many students studying their Mother tongue as Language and Literature, cannot receive a full MYP certification.

5. Language acquisition English + Language acquisition French/Hindi/German- This pathway is used with caution and only allowed for new students in MYP 1-3 who at the point of admission are not proficient in any language that is offered as a Language and Literature course at MIS. The school aims to support these students' English Language acquisition journey, so they are ready to join the English Language and Literature course before they complete MYP. If this be the case, this pathway can lead students to a Language A (English) and Language B (French/Hindi/ German) course selection at DP level.

English Language Acquisition at MIS

In addition to English being the medium of instruction across the school, all students are expected to study an English course. As an international school, our student demographic is diverse, with varying degrees of abilities in English. During the admission process, we take particular care to get information about the language profile of students and evaluate their language competencies. We have appropriate options for testing student's English language proficiency during admissions, using either MAP Reading, Interview with students, World-Class Instructional Design and Assessment (WIDA) or Duolingo (Appendix 1).

Depending on the student's mother tongue/strongest language, languages they have studied in the past, reports from previous schools, and tests done during the admission, students are placed in the correct English courses. In Secondary, students are placed in either Language and Literature English, where they study English as Language A, or in English Language Acquisition (ELA), where they study English as Language B. Our admissions policy states the minimum English requirements for each grade level for Secondary. In Primary, students are placed either in ELA or another LA course (French or Hindi).

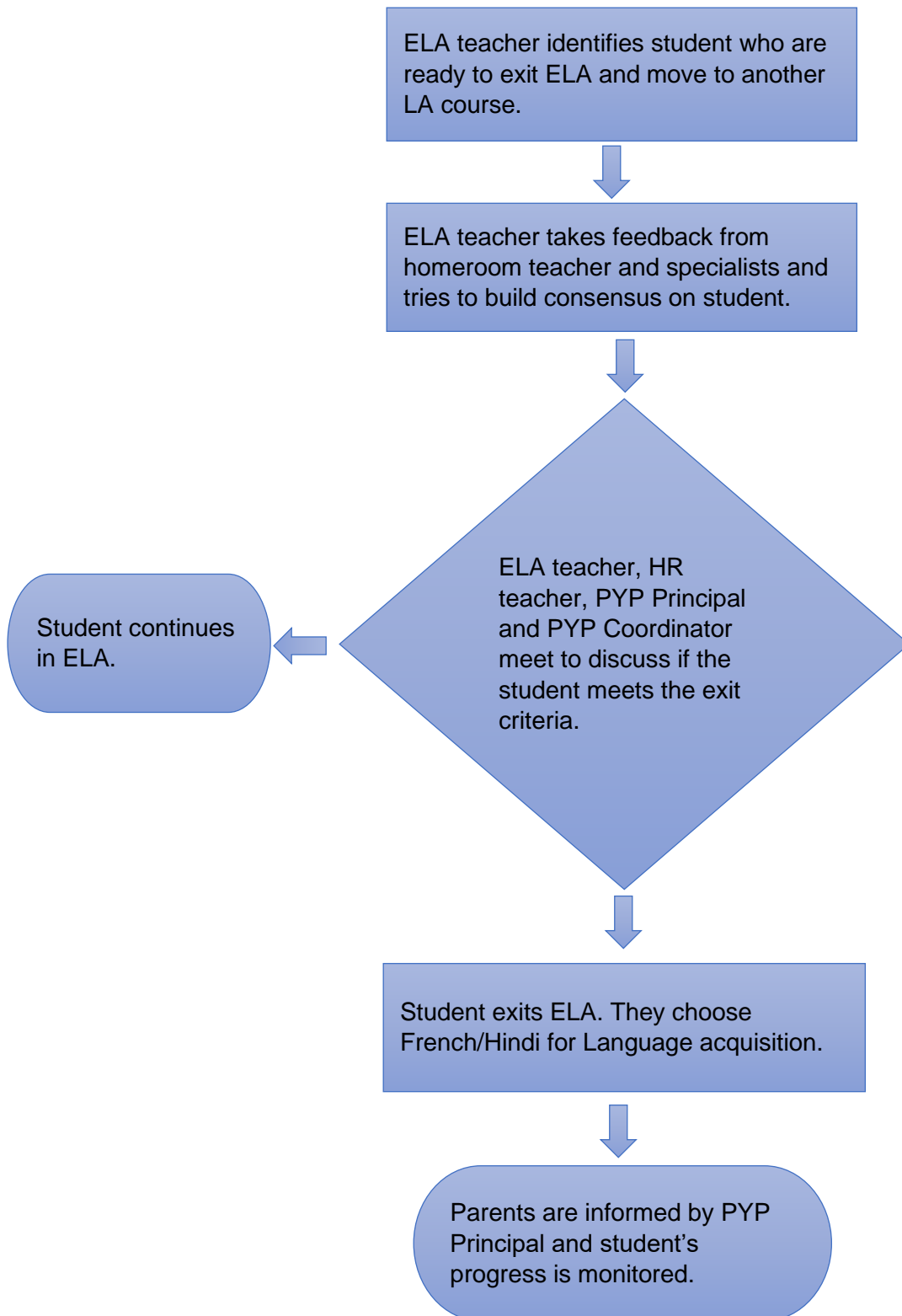
We use the PYP and MYP framework for language acquisition to teach English Language Acquisition and the focus here is on helping students to master the structures and systems of the English language. On the other hand, English Language and Literature has a greater focus on the intricacies, subtleties and nuances of higher-level English language and literature. The aim of ELA is for students to progress through the different phases and then transition into English Language and Literature when they are ready.

As students transition from one ELA phase to the next, we provide English support across various subjects. Focus is first put on developing BICS (Basic Interpersonal Communication Skills) and then moving on to CALP (Cognitive Academic Language Proficiency). ELA specialist teachers, push-into subject lessons and help students by scaffolding tasks, illustrating vocabulary and concepts, breaking down instructions, and working 1-1 or in small groups with the ELA students. ELA teachers also provide strategies, guidance, and training for subject teachers to facilitate student learning. The WIDA Can-Do descriptors are used to focus on what the ELA students can accomplish, and teachers make sure that instructions, tasks, and assessments are differentiated appropriately for ELA students. (Appendix 2)

English Language Acquisition Exit procedures

As students progress through the phases and become more proficient in their English language abilities, teachers plan for their possible move from the Language acquisition course to the English/Language and Literature English course. The protocol and procedure for this transition involve the student in question, the ELA teacher, the English/ Language and Literature English teacher, the Principal and the subject teachers teaching the student.

PYP- Transition procedure from ELA to another LA



MYP- Transition procedure from ELA to ELL

ELA teacher identifies student who are ready to move to English Language and Literature. These students must be in Phase 4-6 of ELA with minimum four years English learning, except in extraordinary cases at the discretion of the Secondary Principal.

ELA teacher takes feedback from all subject teachers regarding the student and a consensus is built.

ELA teacher, LA HOD, ELL HOD and ELL teacher meet to discuss the student and possible exit from ELA. The Principal is kept informed of any decisions and/or concerns.

Grade appropriate ELL entry test is scheduled and conducted with the student. This includes a written assignment and an interview with the ELL teacher or HOD. Principal is involved as and when required.

Student meets the entry requirements for Grade level.

Student continues in ELA.

Student exits ELA and joins English Language and Literature. This must be at start of semester 1 or semester 2, not mid-semester.

Parents are informed of the transfer by the respective ELA teacher. Student progress is monitored by both the ELL and ELA teachers for one Semester. During this time, support is provided to the student as required.

Mother Tongue Language and Literature Programme

At Mahindra International School, we recognize the importance of mother tongue, the language known best or used most for communication by the student. We believe that developing a student's mother tongue can accelerate their acquisition of other languages as well as facilitate learning in all subject areas. In keeping with this belief and to meet the diverse language needs of our student demographic, we have started the innovative Mother Tongue Language and Literature programme for MYP students.

The Mother Tongue Language and Literature programme, for Languages other than English (LOE), is intended for students who have a good command over their respective mother tongue in both written and oral contexts. This programme enables the school to support a wide range of languages in the same Language and Literature class.

Students learning different mother tongue languages are taught together and English is used as the medium for instruction. Though all teaching is done in English, the texts, assessments and other materials used are differentiated for all mother tongue languages. The MYP language and literature guide and assessment criteria are followed throughout the programme.

School Supported Self Taught Language courses

The School Supported Self-Taught Programme (SSST) in the Diploma Programme is intended for students who have a strong command of their mother tongue in both written and oral contexts. This is an opportunity for students to study the literature element of a language that is not offered at school as a taught subject. The SSST structure enables the school to support a wide range of languages in both the study of language and literature.

At MIS, the SSST program is robustly supervised by a Language A teacher. The teacher guides the students in developing a booklist, approves the booklist and ensures it meets the course requirements. They help the students to frame a timeline of study, guide them through the assessment components and criteria for the course and give students access to past papers. The teacher meets with the students individually, on regular basis and monitors their progress. Being a Language A teacher, they can guide students and discuss the Literature elements of their chosen text, even though they are not always familiar with the specific work or the language. In addition, the teacher liaisons with the tutor, administers the individual oral component and is a valuable resource for the students' literary studies. The teacher, language coordinator and DP coordinator ensure that all assessments are externally moderated by an IB examiner and the highest level of academic honesty is maintained.

Policy Review process

This language policy is intended to be a living document, meaning that every teacher at the school shares responsibility for interpreting and implementing. The policy itself benefits from regular review by administrators and teachers, every two years or earlier if seen necessary.

Policy sharing process

The language policy is shared with all teaching staff during collaboration time. The policy is available on SharePoint for the wider school community.

Appendix 1

English proficiency tests conversion

Duolingo Max 160	TOEFL Max 120	IELTS Max 9	CEFR	Approximate Description	WIDA	MYP Phase
0-10	-	1.5	-	Can understand very basic English words.	1	1
10-15	0	2	A1	Can understand very basic English words.	1	1
16-20	0	2	A1	Can understand very basic English words.	1	1
21-25	0	2.5	-	Can understand very basic English words.	1	1
26-29	1	3	A2	Can understand straightforward information and express themselves in familiar contexts.	1	1
30-35	2-4	3	A2	Can understand straightforward information and express themselves in familiar contexts.	1	1
36-40	5-8	3	A2	Can understand straightforward information and express themselves in familiar contexts.	1/2	1/2
45	9-13	3.5	A2	Can understand straightforward information and express themselves in familiar contexts.	1/2	1/2
50	14-19	3.5	A2	Can understand the main points of concrete speech or writing on routine matters such as work and	2	2
55	20-25	4	A2	Can understand the main points of concrete speech or writing on routine matters such as work and	2	2
60	26-31	4	B1	Can understand the main points of concrete speech or writing on routine matters such as work and	2	2
65	32-37	4.5	B1	Can understand the main points of concrete speech or writing on routine matters such as work and	2	2
70	38-43	4.5	B1	Can describe experiences, ambitions, opinions, and plans, although with some awkwardness	3	3
75	44-49	5	B1	Can describe experiences, ambitions, opinions, and plans, although with some awkwardness	3	3
80	50-55	5	B1	Can describe experiences, ambitions, opinions, and plans, although with some awkwardness	3	3
85	56-61	5.5	-	Can describe experiences, ambitions, opinions, and plans, although with some awkwardness	3	3
90	62-67	5.5	B2	Can fulfil most communication goals, even on unfamiliar topics	4	4

95	68-73	6	B2	Can fulfill most communication goals, even on unfamiliar topics	4	4
100	74-79	6	B2	Can fulfill most communication goals, even on unfamiliar topics	4	4
105	80-85	6.5	B2	Can understand the main ideas of both concrete and abstract writing	4	4
110	86-91	6.5	B2	Can understand the main ideas of both concrete and abstract writing	4	4
115	92-96	7	B2	Can understand the main ideas of both concrete and abstract writing Can interact with proficient speakers fairly.	4	4
120	97-102	7	C1	Can understand a variety of demanding written and spoken language including some specialized language use situations	5	5
125	103-107	7.5	C1	Can understand a variety of demanding written and spoken language including some specialized language use situations	5	5
130	108-112	7.5	C1	Can understand a variety of demanding written and spoken language including some specialized language use situations	5	5
135	113-115	8	C1	Can understand a variety of demanding written and spoken language including some specialized language use situations	5	5
140	116-118	8	C1	Can grasp implicit, figurative, pragmatic, and idiomatic language	5	5
145-150	119	8.5	C2	Can grasp implicit, figurative, pragmatic, and idiomatic language	5	5
155-160	120	9	C2	Can use language flexibly and effectively for most social, academic, and professional purposes.	6	6

Appendix 2

(WIDA Consortium, n.d.)



CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text Use picture dictionaries/illustrated glossaries 	<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher, paired-reading) Sort/group pre-taught word/ phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context (e.g., "cell," "table") Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language (e.g., "dark as night") Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/ phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre
WRITING	<ul style="list-style-type: none"> Draw content-related pictures Produce high frequency words Label pictures and graphs Create vocabulary/concept cards Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) 	<ul style="list-style-type: none"> Complete pattern sentences Extend "sentence starters" with original ideas Connect simple sentences Complete graphic organizers/forms with personal information Respond to yes/no, choice, and some WH- questions 	<ul style="list-style-type: none"> Produce short paragraphs with main ideas and some details (e.g., column notes) Create compound sentences (e.g., with conjunctions) Explain steps in problem-solving Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> Create multiple-paragraph essays Justify ideas Produce content-related reports Use details/examples to support ideas Use transition words to create cohesive passages Compose intro/body/ conclusion Paraphrase or summarize text Take notes (e.g., for research) 	<ul style="list-style-type: none"> Create expository text to explain graphs/charts Produce research reports using multiple sources/citations Begin using analogies Critique literary essays or articles

Level 6 - Reading

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



CAN DO Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match everyday oral information to pictures, diagrams, or photographs Group visuals by common traits named orally (e.g., "These are polygons.") Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly
SPEAKING	<ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons or personal experiences Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Give multimedia oral presentations on grade-level material Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Negotiate meaning in pairs or group discussions

Level 6 - Reading

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Acknowledgements

This document is based on previous policies:

1. Language philosophy- Authored by Philip Pflugbeil, Victor Poole, Glynis Bebb; Reviewed and updated by Gina Ali Khan (ELA HOD), Helen Sharrock (Primary Principal), Philip Pflugbeil (Lang A HOD) - June 2015
2. Language procedures- Authored by Philip P Pflugbeil, Victor Poole, Marie Anne Rismann, Glynis Bebb; Reviewed and updated by Gina Ali Khan (ELA HOD), Helen Sharrock (Primary Principal), Philip Pflugbeil (Lang A HOD) - June 2015

2019- Working committee acknowledgements- Marc Muehlich, Lila Ravichandran, Taskeen Sheikh (LA HOD), John Christie, Eileen Niedermann (Director), Helen Sharrock (Primary Principal), Alexander Moore (Language coordinator)

2020- Gurleen Kalra (Language coordinator), Helen Sharrock (Primary Principal), Eileen Niedermann (Director)

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