



**International School Dhaka**

## **Languages at ISD**

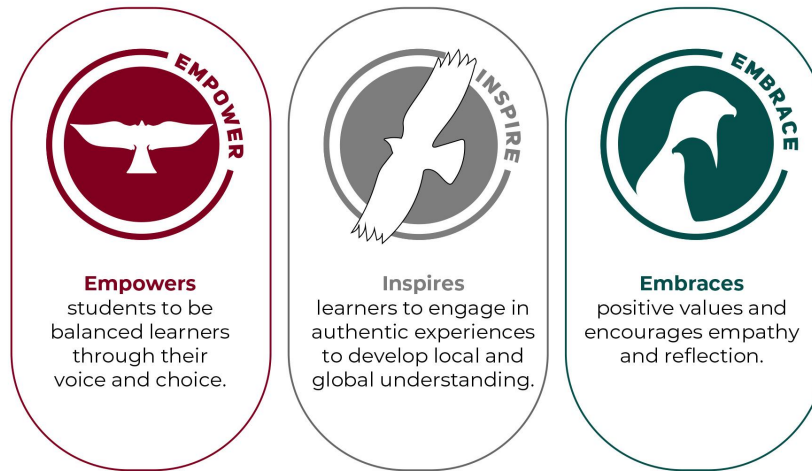
**The PYP, MYP and DP Programmes**

(Reviewed: Ja 2021)



## ISD Mission Statement

ISD is a community that



## ISD Definition of Learning

ISD embraces inquiry and collaboration which empowers learners to develop skills, knowledge and understanding that inspires positive change.

## ISD Definition of International Mindedness



Awareness, Responsibility and Action for our Shared World

## IB Mission Statement:

“The International Baccalaureate 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 organization 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.” (Mission, IBO)

## Philosophy

Language is fundamental to students' intellectual, social and emotional development. By 'learning language, learning about language, and learning through language', (Halliday, 308-326) students construct meaning, develop an appreciation for language and become creative and confident communicators. International School Dhaka, recognises and values bilingualism, multilingualism, mother tongue and home languages. Language is seen as critical for maintaining cultural identity and emotional stability and as a means to exploring and developing intercultural understanding. As such, the school is committed to providing a comprehensive language programme that features English as the language of instruction, Bengali as both a mother tongue and host and home language and support for other languages and the acquisition of additional languages.

## Practices

- Teaching and learning in language classrooms is based on constructivist learning strategies such as inquiry, project based learning and communicative language learning.
- All teachers are considered as language teachers and responsible for the ongoing development of English, the language of instruction
- Students are placed in Language classes based on proficiency in order to cater for the growth of language.
- The 'Reading and Writing Workshop' framework will be used for the PYP programme from KG - Grade 5
- Regular feedback and assessment on language learning will be provided on an ongoing basis to students.
- Standardised assessment will be used on an ongoing basis to determine student progress in the language of instruction (MAP and WIDA)
- Reporting of student progress, to parents will occur on a regular basis
- ISD will endeavour to place students in the best suited language courses based on student proficiency, determined by testing and on best suited learning pathways.
- Regular counselling and guidance will be provided to parents and students on language options and pathways during transition phases between programmes (at Grade 5 and Grade10)
- The school is committed to providing professional development to support teachers in support of their role as language teachers

## Language Profile

Students at International School Dhaka come with different cultural and linguistic backgrounds. The student body consists of pupils from Bangladesh or of Bangladeshi origin who speak Bengali as their mother tongue, as well as students from other regions of South Asia and beyond with various different mother tongue languages.

In terms of Bengali language, due to regional variations and colloquialisms, students at ISD have varying levels of spoken and written proficiency. Students who hold passports from other nationalities, but are of Bangladeshi origin, may speak the language but have limited skills in reading and writing. To meet the needs of these varying language profiles, the school provides Bengali at different proficiency

levels (see language pathways section). For non-Bengali speakers the option to study Bengali as a host country language is provided in the PYP and the option to study an additional language is provided in the MYP and DP.

A database of a student's first and second language - which is recorded in the admissions process - is maintained on Managebac. Upon entry into Secondary, student language placement is tracked against their profile and monitored throughout the MYP in order to inform pathways into the DP.

### **Language of Instruction**

The language of instruction is English and all students are taught in the language of instruction from Early Years to Grade 12. Students who join ISD with limited skills in the language of instruction are provided EAL support in order to access the curriculum. It is recognised that all teachers are considered as language teachers, and reinforce learning of the language of instruction in all classes.

### **Mother tongue /Host Country Language**

Mother tongue is valued at ISD and therefore Bengali, the language spoken by the majority of the student body, is taught in the PYP, MYP and DP. At IB DP level, students can make a choice to continue studying Bengali or opt for an additional language.

Students whose Mother tongue is not Bengali, are encouraged to use their language through informal means such as Co-curricular language groups and the use of the library which aims to stock books from a limited range of languages. In the event that a large number of students with a specific Mother tongue exist, ISD works with parents to identify a teacher or tutor who may be willing to work part-time with students. Senior students who transfer to ISD, are offered the option to study their Mother tongue as a self-taught course in the DP programme. This is overseen by the DP Coordinator. Support for Mother tongue/host country language is provided in the following manner:

### **Additional Languages**

In the context of ISD, 'Additional languages' are defined as 'a language other than the one that students are the most proficient in'. In Primary, the focus is on developing the language of instruction, which is English and the Mother Tongue. Therefore, Additional Languages are not introduced until the beginning of Middle School in Grade 6. From Grade 6, students are encouraged to study an additional language, French, in line with MYP and DP language course expectations. In the DP students' have the option to select French ab initio, French B and Spanish ab initio.

### **English as an Additional Language (EAL)**

#### **At Admission**

Based on the Admissions Policy, all applicants to the school are assessed on language proficiency through MAP. WIDA testing is used as an additional tool to define English language proficiency. EAL support is only provided to students who have a high potential to increase their proficiency to the

necessary level within one academic year and where necessary resources exist within the Primary and Secondary Advancement Centre. Special cases with beginner level applicants, will be dealt with on a case by case basis and an additional charge may be levied.

### **Through Referral**

Students may be referred for EAL support by subject teachers or through the Student Support Team (SST). Referral is made to the Advancement Center after which a WIDA assessment is conducted to determine support needs.

### **PYP: PreK- Grade 5**

- Co-planning of language support takes place through PYP planning meetings and differentiation meetings with the classroom teacher and EAL teacher.
- Push-in support will be provided by EAL teachers in every class, based on the needs per class.
- A WIDA Benchmark test for all students is performed at the end of Grade 1 and middle of Grade 4 to monitor language proficiency growth and to identify students that need additional EAL support.
- Identified EAL students receive push-in or pull-out support based on the needs as assessed in the WIDA test and outlined in the Individual Learning Plan (ILP).

### **MYP: Grade 6-10**

- EAL students, based on level of proficiency (as assessed through WIDA) are placed in an English Language Acquisition class and withdrawn from Additional Language classes in order to be provided EAL support.
- In the event that the student's Mother Tongue is Bengali, then he/she will not be withdrawn from the Bengali Language Acquisition, unless the student's needs deem pull-out sessions essential.
- Push in support will be provided by EAL teachers in other classes based on the needs identified in the Individual Learning Plan (ILP).

### **DP : Grade 11 & 12**

- Students can gain credit for English through the study of English Language & Literature (Group 1) or through English B (Group 2).

## **Language Options and Pathways**

### **Primary School**

In Primary School, students develop the language of instruction: English. In addition, Bengali is taught from PreK to Grade 5. In upper primary, where Bengali is the Mother tongue, students are placed in an Advanced Bengali class. Non-Bengali speakers are exposed to the host country's language through a Beginner Bengali class (covering phase 1-2) and Mother tongue is supported and encouraged through home school partnership and through the opportunity for parents to bring in a Mother tongue teacher twice per cycle. This allows those students to develop the Mother tongue during school hours.

Students from Grade KG - Grade 5 follow the Readers and Writers Workshop model in order to support and develop the language of instruction. Language development is further enhanced through the Units of Inquiry.

### **The Reading & Writing Workshop**

The Reading and Writing Workshops are driven by standards, focused on strategies and differentiated instruction. It is a structured time for the teaching and learning of literacy instruction. This Workshop model aims to develop students into life-long, confident readers and writers who display agency and independence. The reading and writing workshops is an uninterrupted time for students to focus on authentic literature on a daily basis. Students engage in daily, authentic, self-selected independent writing in a variety of genres and content areas by so doing, the model differentiates tasks in order to accommodate learning needs of all students while fostering a love of reading and writing in a literacy rich environment.

By the end of the Primary Programme all students are:

- Encouraged to express oneself in oral language through presenting, listening and speaking
- Engaged in visual language through viewing and presenting using a variety of media.
- Exposed to the written language through taught strategies to comprehend, interpret, evaluate, respond, appreciate, and construct texts.
- Taught written language through writing and reading in a variety of contexts across the curriculum.

## **Secondary School**

### **MYP : Grade 6-10**

Grade 6 students' language options are based around the MYP Language learning requirements. Therefore, students are expected to study a Language and Literature course and a Language Acquisition course. There is also the option to study two Language & Literature courses for students proficient in both English and Bengali. In the case of EAL and Learning support students, the requirements may be modified based on individual Learning Plans (ILP) and level of support (Appendix 2).

### **MYP Language Acquisition Phase Placement & Transition**

In order to provide sustained language learning in each year of the MYP, ISD offers three Language Acquisition courses: Bengali, English and French. Based on the Language Acquisition Subject Guide in the MYP, each of the three languages are offered at multiple phase levels. In the case of Bengali and English Acquisition, the aim is to transition students into the respective Language & Literature courses at the earliest. Therefore, these two languages are offered at higher phases.

Bengali Acquisition - Phase, 3-5\*

English Acquisition - Phase, 3-5\*

French Acquisition - Phase, 1-4 (depending on student profile)

*\* phase 1-2 Bengali & English occurs within the PYP and offered through the advancement center if required on a case by case basis.*

All students must reach and attain satisfactory grades at Phase 5 (English & Bengali) in order to transition into the Language & Literature Course.

Students in Bengali and English Acquisition are monitored regularly to determine if a phase change can occur. Guidelines for phase changes and transition into Language & Literature can be found in Appendix 1

### Summary Table of Language Pathways in the MYP

Language of Instruction	English
Studies in Language & Literature	English Bengali (Mother Tongue)
Language Acquisition	English Acquisition -Phase 3-5 Bengali Acquisition - Phase 3-5 French Phase 1-4 (depending on student profile)
EAL & SEN students with a language disability	Placement in Language class is based on support requirements as per Level 1-4 in Inclusion Policy (see Appendix 2)

### DP: Grades 11 & 12

Grade 11-12 students' language options are based around the DP language learning requirements. Therefore, students are expected to study one Group 1: Studies in Language and Literature course and one Group 2: Language Acquisition course. Students who are proficient in both Bengali and English may choose to study two Group 1 courses, thus resulting in the opportunity to earn an IBDP Bilingual Diploma. In the case of EAL and Learning support students, the requirements may be modified based on individual student Individual Learning Plans (ILP) and level of support (Appendix 2).

**All students are required to complete and pass four years of English language courses in grades 9-12 in order to receive the ISD (NEASC-accredited) Diploma.**

Students in Grade 11-12 can be placed in any of the following language courses based on proficiency determined by teacher assessment and scores and growth on MAP Reading and Language Use assessments.



## Summary Table of Language Pathways in DP

Language of instruction	English
Group 1 Studies in Language and Literature	English Language & Literature (SL/HL) Bengali Literature (SL/HL) School supported self taught Mother tongue (SL only)
Group 2 Language Acquisition	English B (HL) French ab Initio Spanish ab Initio French B (SL/HL : depending on student profile)
ISD Diploma - IB Courses Programme (non-IB Diploma)	Students must complete two years of English (Group 1 or 2) Students may elect or decline to take an additional language, provided they have received 2 credits of an additional language (ISD Diploma requirement) in grades 9-10
ISD Diploma - Modified Courses Programme (non-IB Diploma)	Students must complete two years of English (Group 1 or 2) Students may elect or decline to take an additional language, provided they have received 2 credits of an additional language (ISD Diploma requirement) in grades 9-10

## Admission Procedures

At admission, all new students undergo language assessments, in order to best determine placement. A detailed outline of the process can be found in the [Admissions Policy](#). All new applicants will be assessed on their English language proficiency during the admissions process, initially using MAP Reading and Language Use assessments. A follow up WIDA assessment can be useful to determine the level of proficiency in the four language domains. Based on the scores of these tools, a recommendation is made to the respective Principal for the placement of the student in grade level and language phase. Applicants need to have reached a level of English proficiency that enables them to work in an academic setting. However, applicants who are not proficient in English, but have a high potential to increase their proficiency to the necessary level within one academic year can be admitted if sufficient EAL (English as an Additional Language) resources are available at the school for an additional fee. Specific language proficiency expectations would be communicated to the parents and the applicant upon admission and follow-up meetings would be scheduled accordingly.

## Standardized Testing : PM Benchmark, MAP & WIDA

### PM Benchmark

PM Benchmark is used in the Primary school for assessing students' reading level. Twice yearly, the reading coordinator assesses all the students in KG - Grade 5 and provides the homeroom teachers with specific feedback per student. Homeroom teachers use this feedback in their instruction and individual conferencing during readers workshops. Students who read on a level equal to two grade levels beneath their actual level will receive extra support from the reading coordinator or other teachers from the Advancement Centre.

At the beginning of the academic year , WIDA is administered in KG to assess EAL learners' listening and speaking skills only. By the end of the year all four domains (listening, speaking, reading and writing) are covered .

### MAP Testing

MAP Testing is conducted from KG - Grade 10 twice annually. The language component of the MAP assessment is used extensively by the school for placement and monitoring of progress and to inform teaching and learning. This standardized testing process provides data on reading and language use. Teachers use MAP data to inform the following teaching practices

- Placement of students at admissions in the appropriate English Class.
- Placement of students entering the MYP.
- Placement of students in appropriate MYP English Language Acquisition Phases.
- Tracking English language development of all students and informing parents.
- Triangulate data between MAP testing, observations, formative and summative testing happening in the classrooms.
- Informing the decision making of subject placement in the Diploma programme.
- Informing teaching and learning strategies within the classroom in the form of differentiation, grouping of students and teaching entry points.

### WIDA Testing

WIDA testing is used as a tool to inform teachers about the level of English Language proficiency of a student. WIDA Model assesses all four language domains to create a comprehensive report on the language abilities of a student. WIDA assessment data is used in the following manner:

- When Advancement Centre referrals for English proficiency skills is received WIDA is used to ascertain a students skills
- Students receiving EAL support are assessed twice yearly to inform and update ILPs.
- Used as benchmark testing in KG (speaking and listening only), Grade 1 and Grade 4 to monitor English proficiency among all our students.
- WIDA data is for the above grades are shared with teachers and level 1 and 2 performers in specific language domains receive extra support as intervention.
- Used at admissions when a student presents with potential EAL needs

## Rights & Responsibilities

### **Pedagogical Leaders/ Coordinators**

- The school leadership along with IB coordinators will ensure that the curriculum provides support and access for all students who learn different languages
- A central record of students language profile will be maintained on the student management systems
- Parents and students will be informed about language choices, support and placement as students move through the programmes
- Support and provide all IB teachers with PD and the tools to be support language learning through mainstream classes
- Pedagogical Leaders/ Coordinators will receive regular training on languages and its impact on student learning

### **Teachers**

- All teachers are considered as language teachers and will support the development of student language within classrooms
- Teachers will engage in professional learning connected with effective strategies to support and develop language
- Teachers will initiate a referral process to the advancement centre if it is necessary to provide students with extra support in a specific language.

### **Librarian**

- The school librarian will order and maintain a range of appropriate material to support the language profiles of students in the school
- In collaboration with classroom teachers, the librarian will support the learning of literacy and effective research and communion of information
- Promote literacy development and languages through activities and events organized by the library.

### **Parents**

- Parents are encouraged to support language learning at home through encouraging reading and literacy practices
- Provide the school an accurate picture of the student language profile
- Parents may use school library to access resources to support student language learning

## Review of Policy

The ISD language policy will be reviewed on an annual basis, for ongoing updates and formally reviewed every 3 years in line with board policy review.

Previous Review : December 2019

Last Reviewed : June 2021

## Works Cited

*Diploma Programme: From principles into practice*. International Baccalaureate Organization, 2015. PDF.

Halliday., MAK Three Aspects of Children's Language Development: Learning Language, Learning through Language, Learning about Language in *The Language of Early Childhood 2004* Ch. 14, pp 308-326

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*Making the PYP Happen* International Baccalaureate Organization, 2007. PDF.

"Mission." *ibo.org*, International Baccalaureate Organization, 2005- 2019, [ibo.org/ about-the-ib/mission/](http://ibo.org/about-the-ib/mission/).

*MYP: Language Acquisition Guide*. International Baccalaureate Organization, 2014. PDF.

PYP : *From principles into practice*. International Baccalaureate Organization, 2018 PDF.

PYP: *Language scope and sequence*. International Baccalaureate Organization, 2018 PDF.

## Appendix 1

### MYP Language Placement & Progress - Guidelines for Staff

#### Language Acquisition Placement at MYP 1 (Grade 6 ) and New students (Gr 6-10)

- For English placement : MAP test data
- For Bengali placement : a reading and writing assessment based on Acquisition phase 4 criteria. Coordinated by HoD Bengali
- French placement is determined after a student has spoken with a French teacher. If no prior learning, begins at phase 1

#### Language Phase Change

Language learning progresses at different rates and the opportunity to change phases occurs three times a year:

- Within the first four weeks at the beginning of the academic year
- at progress report in January
- at the end of the year.

Changing of phases needs to be handled carefully since changes need to be tracked and often involve movement between classes taught by different teachers.

For a student to change phase, he/she must be achieving a level of 6 and above in all of the assessment criteria. If one criteria is weaker, discussion can take place and a decision made. Any change in phase level must be flagged initially to HoD.

#### Phase change within the first four weeks of the academic year

- Students are placed in the phase that was recommended at the end of the previous year. Note: placement is based on the global proficiency table (in the LA Guide) and their level of achievement the previous year, or MAP and Bengali Assessments at the end of Gr 5.
- In the rare event that reconsideration of phases is required, (end of year student placed in ph 3 but beginning of next year student is better suited for ph 4 ) this must be done within the first four weeks of the start of the academic year. HoD must be informed with reasoning and evidence for change
- Teachers can conduct a diagnostic test at the beginning of the year to re-confirm that placement in phases is accurate. This could be through the use of MYP assessment criteria or assessments such as DELFT , WIDA or MAP.

### Phase change at progress report in January

- HoD meets with team members to review report data
- Students who have achieved a level 6 or above are considered for phase change
- HoD updates the language list
- Subject teacher emails parents and updated MBac
- In the event that the phase change requires a teacher change, HoD informs MYPC to initiate systems update

### Phase change at end of year

- HoD meets with team members to review report data
- Students who have achieved a level 6 or above are considered for phase change
- HoD updates the language list
- Subject teacher includes comment in Report card to reflect phase change
- In the event that the phase change requires a teacher change, HoD informs MYPC to initiate systems update

### Sample Email for LA phase change

*Dear Mr and Mrs. (surname)*

*I am pleased to inform you that your child has been making consistent progress in XXXX classes and will therefore be moving up a phase from 19<sup>th</sup> March 2018.*

*It may initially take some time to adjust to the expectations of the new phase, as the assessment criteria are more challenging in the higher phase. However with continued enthusiasm and application, it is expected that a smooth transition will occur.*

*Congratulations and we look forward to seeing further progress.*

*Thank you*

### Course Change : Language Acquisition to Language & Literature

For Bengali and English Language acquisition, students MUST display success in phase 5 assessment criteria to exit into Language & Literature . Change can occur only at the end of a term/ reporting cycle or during the beginning of the year.

### Beginning of the year

New students or students who made rapid progress over the holidays can be changed to lang lit classes at the beginning of the year. Diagnostic data must be in place in order to make a decision to change classes. Steps 2-5 below will be followed to facilitate the process.

## Mid Term & End of term

1. In order to be considered for a change to Lang Lit, students **MUST** be in **phase 5** of the acquisition course
2. Students must be achieving grades of 6 and above in all of the assessment criteria.
3. Teacher informs HoD of student's readiness to exit with supporting assessment data
4. HoD languages and HoD Language & Literature discuss suitable class placement and informs MYPC
5. MYPC confirms system updates and informs parents via email indicating date of change and teacher information
6. MYPC shares student assessment data from the acquisition course with the Lang Lit teacher if the change occurs in term 1
7. Lang Lit teachers can use the term 1 assessment data for end of year reporting and best fit.

## ***MYP language acquisition global proficiency table***

*Language Acquisition Guide Published February 2020*

Emergent communicator		Capable communicator		Proficient communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple authentic multimodal texts in recognizable formats.	Emergent communicators in phase 2 understand and respond to a variety of simple authentic multimodal texts in recognizable formats.	Capable communicators in phase 3 understand and respond to a variety of simple and some complex authentic multimodal texts.	Capable communicators in phase 4 understand and respond to a wide variety of simple and some complex authentic multimodal texts.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in a variety of complex authentic multimodal texts.	Proficient communicators in phase 6 analyse and evaluate the important information, details and ideas presented in a wide variety of complex authentic multimodal texts.
They identify some explicit information (facts and/or opinions, feelings and ideas) some implicit information (supporting details) and can interpret some basic conventions and connections presented in these texts to draw conclusions.	They identify some explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse some conventions and connections presented in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections in these texts to draw conclusions.	They identify explicit and implicit information and can interpret and analyse conventions and connections effectively in these texts to draw conclusions.	They identify explicit and implicit information and can analyse and evaluate conventions and connections in these texts to draw conclusions.

They demonstrate their comprehension in simple oral and written phrases using some simple modes.	They demonstrate their comprehension in simple short oral and written language using simple modes.	They demonstrate their comprehension by producing a range of simple and some complex spoken and written language using simple and some complex modes.	They demonstrate their comprehension by producing a range of simple and complex spoken and written language using simple and complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.	They demonstrate their comprehension by producing a range of complex spoken and written language using complex modes.
They engage in simple rehearsed and some unrehearsed exchanges to convey basic information on everyday personal and in some social topics in a very limited range of familiar interpersonal situations.	They engage in simple rehearsed and unrehearsed exchanges to communicate their understanding and opinions on everyday personal and social topics in range of familiar and some unfamiliar situations in interpersonal and cultural contexts.	They engage in some authentic and spontaneous conversations to communicate their understanding and opinions on everyday personal, social, and in some topics of global significance in range of familiar and unfamiliar situations in interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding and opinions on topics of everyday personal, social, and global significance in a range of familiar and unfamiliar interpersonal and in cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.	They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts.
They communicate some required information, in recognizable formats, with some sense of audience and purpose to suit the context.	They communicate all required information, organized in appropriate formats, with a clear sense of audience and purpose to suit the context.	They communicate some required information, organized into a recognizable format, with some sense of audience and purpose to suit the context.	They communicate all the required information organized in an appropriate format with a clear sense of audience and purpose to suit the context.	They communicate all required information, organized in an appropriate format with a sense of audience and purpose, to suit the context.	They communicate all required information organized effectively in an appropriate format with a discerning sense of register, audience, and for a variety of purposes to suit the context.

## Appendix 2

### Levels of support for EAL & Learning Support (extract from Inclusion Policy)

International School Dhaka (ISD) caters for the learning needs of students in levels of support from levels 1 to 4.

#### LEVEL 1 (monitoring)

Advancement Center teachers advise teachers on differentiated teaching and learning strategies that meet the needs of students at LEVEL 1. Teaching and learning strategies, accommodations



and resources to be used are documented during the collaborative planning process and recorded. At this level, primary classroom teachers and secondary Advancement Centre teachers are responsible for informing parents about the students' particular learning or behavioural needs. The Advancement Center teacher responsible for the respective grade will observe the student during push-in sessions to see how the student is coping with the strategies implemented.

## LEVEL 2

At this level of support, working in collaboration with classroom teachers, the Advancement Center teacher will observe the referred student to determine his/her strengths and weaknesses through informal and formal assessments. The Advancement Center teacher, parents, student and classroom teachers will be invited to collaborate and set learning targets for the student, which will form the Individual Learning Plan (ILP).

The ILP will outline interventions, accommodations, teaching and learning strategies, and resources, which can be used to support these students' learning needs (See [Appendix 4](#)). LEVEL 2 students are supported within the classroom and may be involved in small group work and parallel teaching with the Advancement Center teacher. They may also be withdrawn from the classroom to work in a small group setting or one-on-one in the Advancement Center if specialised support is required. The classroom teacher or Advancement Center teacher is responsible for informing parents about this support provision and sharing any targets or accommodations. In the secondary school, parents pay an additional fee for LEVEL 2 support.

## LEVEL 3

At LEVEL 3, the classroom teachers and Advancement Center teacher have monitored and evaluated the differentiated teaching and learning strategies put into place at LEVEL 2. Where there is continued concern, the referral is reviewed and a recommendation is made to monitor, maintain at LEVEL 2 or place the student at LEVEL 3. In the event that a student enters the school with supporting reliable documentation indicating a learning difference that requires LEVEL 3 support, the student can be placed at this level upon entry. The determination of reliability of the documentation is at the discretion of the Advancement Center leader and can not be older than 2 years.

For students who have been placed at LEVEL 3, advice and support will be sought from external agencies recommended by ISD, such as an educational psychologist. The parents provide funding for external agencies and a copy of any reports must be provided to the Advancement Center team and Head of Primary/Secondary. The sharing of this information will allow the Advancement Center teacher to provide a more effective intervention.

Students at LEVEL 3 may also need formal assessment accommodations for which permission is required from the IBO. This will be organised by the MYP or DP coordinator, with the assistance of the Advancement Center Leader.

For students at LEVEL 3, the Advancement Center teacher takes lead responsibility for the following:

- Informing parents;
- Creating an Individual Learning Plan (ILP) (See Appendix II) in collaboration with the student, the class teacher or subject teacher and the parents;
- Collaborating with classroom teachers to establish teaching and learning
  - strategies and develop a timetable of support;

- Coordinating the review process;
- Liaising with the IBO regarding special assessment provisions;
- Communicating important information to the student's teachers and parents.

LEVEL 3 students may be supported through working in small groups within the classroom, through parallel teaching or withdrawal from the classroom to work in the Advancement Center for more specialised support. LEVEL 3 students can follow a modified program for specific subjects. Parents of students who are identified at a later stage as having individual needs at LEVEL 3 will be counselled about options for appropriate educational provision for their child. In the Secondary school, parents pay an additional fee for LEVEL 3 learning support.

#### LEVEL 4

In some cases the provision of a full time shadow teacher may be recommended by an external specialist for the student. In this case, the funding will be met by the parent. For these students, all the provisions at LEVEL 3 are in effect, in addition to the full time shadow teacher.

Review Student progress will be monitored and reviewed regularly (November and May). The Advancement Center teacher and classroom teacher can either revise targets, or change the student's LEVEL status (see Appendix II).

## Appendix 3

### Language Resources

Readers writers workshop

Read theory

RAZ Kids

Learning A-Z

Wida Testing

MAP testing

Primary levelled readers

Language & Literature textbooks

Library books on a variety of genres

In thinking web access

Data bases - world book online, newsela