**INTERNATIONAL
SCHOLARS
ACADEMY**

**ISA Language Policy**

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## List of Acronyms

AAL - Arabic as an Additional Language
ACTFL- American Council on the Teaching of Foreign Languages
ALL - Arabic Language Learners
ATL (Approaches to Teaching & Learning) - Approaches to Learning
BD - Bilingual Diploma
DP - Diploma Program
EAL - English as an Additional Language
ELL - English Language Learner
HL - Higher Level
IB - International Baccalaureate
IBO (International Baccalaureate Organization)
ISA – International Scholars Academy
ELA – English Language Arts
LA - Language Acquisition
LL - Language & Literature
LMS (Learner Management System) - Learning Management System
MTS - Mother Tongue Language
MYP - Middle Years Program
PTO - Parent Teacher Organization
PP - Personal Project
PYP - Primary Years Program
SL - Standard Level
WIDA - World-Class Instructional Design & Assessment

# Language Policy Glossary Terms & Definitions

Arabic as an Additional Language (AAL)
- AAL refers to the classes that are specifically designed to help students acquire the Arabic Language.

Arabic Language Learners (ALL)
- ALL refers to students from non-native Arabic speaking backgrounds who are enrolled in classes where they learn to communicate in the Arabic language.

Capable
- A level of language proficiency in the IB based on Phase 3 and Phase 4 of the MYP Global Proficiency Table and/or the aims and objectives of the language course.

Continuum
- Continuum refers to schools that offer at least three core IB programs. It also refers to the curricular frameworks at ISA that are underscored by a shared focus on international mindedness, the IB learner profile attributes, and the Approaches to Learning. Each core program ends with a culminating experience or project that is intended to display student knowledge, understanding and skill as well as celebrate their learning journey.

Differentiation
- An approach to teaching and learning that offers a choice of authentic and relevant activities that engage and motivate all learners of all academic abilities and ways of learning.

English as an Additional Language (EAL)
- EAL refers to the course and instructional practices that are specifically designed to help students acquire the English language.

English Language Learner (ELL)
- ELL refers to student(s) identified through the school's language survey as coming from non-English-speaking families and receive instruction designed to help them acquire English for communication and academic purposes.

Interdisciplinary Learning
- Learning that supports students understanding concepts from two or more disciplines or subject groups to integrate them and create new understanding.

Language Acquisition
- Following the IB principles, language acquisition, is recognized as a developmental process in which students have opportunities to build on prior knowledge and skills to help them progress to the next phase of language development (IB Language acquisition guide, pg. 6).

Language development
- Includes performance and comprehension of oral language (listening and speaking), visual language (viewing and interpreting).

Mother Tongue Language
- Refers to a person's native language or the language learned from birth. Also called a first language (L1), home language and/or native tongue.

Proficient
- A level of language proficiency in the IB based on Phase 5 and Phase 6 of the MYP Global Proficiency Table for language use. A student at this phase is considered to have language skills that are comparable or equivalent to native English speakers.

Transdisciplinary Learning
- The exploration of a relevant concept or central idea that integrates the perspectives of multiple disciplines to connect new knowledge, and a deeper understanding of real-life experiences.

Transition
- The movement of a student from an English as an Additional Language (EAL) class to mainstream English class after a student demonstrates through assessment that they are 'capable' or 'proficient' in English.

WIDA
- An English language assessment tool used for placement of English Language Learners as well as to measure language growth.

**International Scholars Academy**

**Language Policy**

The philosophy of International Scholars Academy (ISA) is educating through empowerment and excellence while maintaining the values of Islam and proficiency with the Arabic language. As an IB World School, we aim to develop inquiring, knowledgeable, solution-oriented individuals who help to create a better, more peaceful world through intercultural respect and understanding.

At ISA, we recognize that the International Baccalaureate (IB) Program is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international mindedness. With these aims in mind, ISA has instituted its language policy to provide a framework that will ensure that IB's values and aims in relation to multilingualism and access are reflected in the organization's activities.

In addition, we at ISA feel that our goals agree with the IB learner profile. We believe that language acquisition and literacy in all areas should be emphasized through sustained inquiry and targeted instruction. At our academy, teaching strategies are employed to meet students' learning styles, needs, and individual differences. We believe that inquiry-based learning experiences that build on what students know and can do, help them develop knowledge and skill to become actively engaged and responsible for their own learning. We also concur that students should be provided with a variety of receptive and expressive language experiences to better assist them with acquiring and sharing knowledge. As lifelong learners, these young people will be better prepared to make a positive impact in an increasingly global society.

**ISA Language Philosophy**

The International Scholars Academy aligns its mission and vision with the IB philosophy that *language is essential for all learning*. Language serves as a basis and a foundation for learning in all areas of the school's curriculum. Language is an instrument that enables students to excel academically where they may realize and achieve their highest potential. Therefore, throughout our school curriculum ISA encourages, supports, and promotes strong language development. ISA also supports acquisition in the language of instruction and in the mother tongue language.

At ISA we believe:

- All teachers are language teachers.
- Language learning must be fostered in all aspects of the school community.
- The acquisition of language is a life-long process and is a vital component of intellectual and personal growth.
- Language is a primary means of communicating and expanding one's knowledge.
- Language is an expression of culture and must be valued as an integral part of a student's identity.
- Language learning promotes critical thinking, international-mindedness, multicultural understanding, and respect.
- The right to develop one's first language or mother tongue is critical for maintaining one's cultural identity.
- Quality and equitable language learning and language acquisition is a fundamental right of all students.
- All teachers must strive to recognize the language needs of all students and work to serve these needs within and outside of the classroom.

As International Scholars Academy strives to advance in our mission to be an IB World School that leads students to become 21st century thinkers who can thrive in the global community, the ISA Language Policy is a working document meant to be continuously reviewed and updated to best fit the needs of our students and school community as we continue with full implementation of our IB Programs for all students.

**Language Profile**

At ISA, the diversified levels of language among learners provides unique challenges and opportunities for our learning community. The ISA learning community encompasses at least 14 different languages and 60 nationalities. Many of our students have either Arabic or English as their mother tongue language. Although many of our students are speakers of Arabic or English, we also have students who are speakers of languages apart from these two dominant languages within the school. Such representation adds to the rich diversity we aim to value within our school.

At ISA particular attention is **given to recognizing and preserving the Arabic language and culture** while appreciating other mother tongue languages and cultures that are represented in our student and faculty populations.

**Mother Tongue Language**

ISA supports and promotes both learning in the mother tongue language and acquisition in the mother tongue language and as such, has adopted a two-fold developmental additive approach to language learning, one in which learners' first language is valued and expected to continue alongside the addition of the new language. Research supports this bilingual model as a pathway to ultimate language proficiency and cognitive development.

Many of our students have Arabic as their first language or mother tongue, so, particular attention is given to preserving and developing student proficiency in the Arabic language as well as maintaining the values of Islam and cultural traditions. To further promote the mother tongue language and culture of students at the Academy, posters, displays, prompts, and visuals written in both Arabic and English can be found on display throughout the ISA learning communities and throughout the curriculum. Students representing other cultures and languages are also invited to participate in sharing their traditions and customs as well.

**Language of Instruction**

English is the official language of instruction at ISA and connects all elements of our curriculum. As an IB school, we acknowledge the importance of transdisciplinary and interdisciplinary learning as well as the ability for our students to communicate effectively in the English and Arabic language. English, Arabic, and other mother tongue languages when available can be used by students and teachers to promote learning within classroom. At the Academy, the Arabic language also connects to many of our student's identity and culture through Arabic literature and the study of Islam.

**International Baccalaureate Programs**

**Elementary School**
Primary Years Program (PYP) Language Curriculum and Instruction

The Primary School at ISA (grades K-5) embraces the principles and approaches to language learning through the PYP framework of *learning language, learning about language,* and *learning through language.* In elementary school, language is the major element that connects our curriculum and is taught throughout the Units of Inquiry. Through structured learning opportunities that are inquiry-based and transdisciplinary in nature in other words having relevance across and beyond subjects. Moreover, students can develop conceptual knowledge and skill in both Arabic and English.

To accomplish this goal, we look to these fundamental beliefs:

• All teachers in the PYP phase are language teachers.
• Teachers collaborate and plan based on the principles and approaches of the (PYP) program.
• Collaboration enables the progression of our school's curriculum across the three IB programs.
• Communication with parents about teaching and learning is essential for success.
• Collect and utilize formal and informal data to drive instruction and planning.

In the Primary Years, the Language Scope and Sequence from the International Baccalaureate (IBO) as well as the Common Core State Standards provide the standards that inform and guide our elementary school's curriculum. The IBO Language Scope and Sequence identifies the overall expectations of PYP learners in the following language strands: 1) oral language, 2) visual language, and 3) written language. These language strands show a developmental progression with five developmental phases that complement and build upon the previous phase (Language Scope and Sequence, p. 12-26).

In the PYP, language support is naturally incorporated through teacher collaboration and planning of transdisciplinary units. Teachers are expected to provide a print rich environment using the best practices such as scaffolding and differentiation to meet the language needs of all learners. During the PYP exhibition students will focus on the language of instruction (English) however students also have the option to develop an exhibition and present in their mother tongue language(s).

SPED and language support are available for students in the PYP. English Language specialists work closely with homeroom teachers to support language development for students who are learning English as an Additional Language. Specialists can differentiate or modify instruction, content, and assessments based on students' language proficiency and/or special needs.

**Middle School and High School**
Middle Years Program (MYP) Language Curriculum and Instruction

In the early years (grades 6-8) of the Middle Years Program (MYP), students are coming into their own identities and language plays a significant part in affirming their identities especially within the context of groups. Being able to communicate confidently and effectively impacts how students are perceived and accepted by others. The need to belong and feel affirmed continues through the adolescent years and into grades 9 and 10 of the MYP. We recognize that it is imperative that we provide for the language needs of MYP students to support their social, emotional, and academic development.

The MYP encourages students to become creative, critical, and reflective learners. Language acquisition in the MYP is taught through the lens of *language and identity*, which emphasizes two important understandings: 1) language is an expression of culture, and 2) development of the mother-tongue is critical for maintaining one's cultural identity. Units are designed with a focus on conceptual understanding and communication in real-world contexts. Learning at this phase is meant to be integrative and interdisciplinary. Furthermore, the MYP aims to develop learners who can apply knowledge in a variety of modes and contexts. Students are also encouraged to draw upon their unique cultural experiences as well as their mother tongue language as they acquire and connect knowledge to real world contexts, apply their learning to act and communicate when reflecting on ideas, decisions and understanding.

In addition, through the MYP Personal Project, students are given the responsibility of completing a significant piece of work over an extended period. In Year 5 (grade 10) MYP projects are designed to help the learner develop in-depth knowledge of a topic and to develop an understanding of themselves as learners through a cycle of inquiry, action, and reflection. Learners have the option to complete the Personal Project in English or Arabic thus demonstrating an appreciation of both languages at our school.

Moreover, the demands of academic language increase significantly as students move from the primary years to middle years, thus differentiation and collaborative planning are essential components of MYP unit plans. This collaborative planning enables teachers to access one another's professional experience and thus proves to be an additional structural support for students.

EAL classes in the MYP are also modeled after MYP language acquisition frames and objectives which seek to foster language development and critical thinking in English.

**MYP Language Acquisition**

Language acquisition courses at include both English and Arabic as an Additional Language. For both language programs, the written, taught and assessed curriculum for language development are organized into four communicative processes: 1) oral communication, 2) viewing and interpreting, 3) reading comprehension and 4) writing. Students' language abilities in these four skill areas are regularly assessed to ensure appropriate placement, suitable instructional practices, and use of proper assessment tools and strategies in accordance with the following MYP proficiency levels and program phases.

- Emergent communicator—phases 1 and 2
- Capable communicator—phases 3 and 4
- Proficient communicator—phases 5 and 6

The written curriculum of the MYP Language Acquisition classes is aligned with the local and global IB standards as well as with the national Common Core. Student data gathered through these sources including WIDA data in conjunction with students' MYP summative assessments, make-up student portfolios upon which are used to highlight student growth as well as to make important decisions for progressing students through and exiting the language acquisition program. These sources also serve as tools for benchmarking, rubrics and standards of proficiency that describe student performance and expectations in the four language domains.

To ensure there is progression between language teachers and core subject teachers, all MYP teachers are responsible for engaging students in at least one collaboratively planned interdisciplinary unit for each year of the program. Progression throughout the IB Continuum is best demonstrated through shared approaches to teaching and collaborative planning to align the MYP to the DP. Such planning is needed to horizontally and vertically articulate course curricula and to ensure instructional practices meet the objectives of language acquisition within the IB.

Such alignment is essential to help students flourish personally and academically and to provide suitable pathways for further education as they progress to the next level of the IB Program.

**High School & Diploma Program (DP)**
Language Curriculum and Instruction

At International Scholars Academy students in (grades 11-12) may either participate in the IB Diploma Program (DP) or depending on their student portfolio and proficiency in the language of instruction, grade 11-12 students may be on an ELL pathway. In the DP, students are required to take studies in both *Language and Literature* and a course in *Language Acquisition* over the course of two years of the program. Students in the DP may graduate as bilingual as ISA offers the Bilingual IB Diploma. Students at ISA could be exiting as capable or proficient in two languages. Students are also given the option to become proficient in their mother tongue language while increasing their proficiency and fluency in an acquisition language. Students in the DP will be grounded in at least one additional language, and will have developed an inquiring, reflective approach to language learning. Juniors and Seniors who are on the ELL pathway may either take an IB Diploma course certificate in a language course while others may be working toward gaining understanding and proficiency in their language classes and will be placed accordingly following the curricular aims and objectives for their language courses which are aligned with the requisite standards.

In the High School, students' completed Language Portfolio will be due near the end of students' senior year and will demonstrate at least 50+ hours of work towards language development, ideally within their academic and/or career pathway.

**IB Progression**

At ISA, progression between the three IB programs is best demonstrated through our efforts of planning to ensure there is alignment in teaching, learning, and assessment practices. The following language learning and teaching practices are often used by teachers to promote dialogue and meaningful participation for language development in both English and Arabic:

| | |
|---|---|
| • Activating prior knowledge<br>• Learning though inquiry<br>• Displaying pictures and using provocations<br>• Pre-teaching vocabulary<br>• Guided reading<br>• Analyzing text<br>• Student led conferences<br>• Student portfolios<br>• Student and teacher reflections | • Language frames or language stems<br>• Visible Thinking Routines<br>• Teacher language and questions<br>• collaboration<br>• Graphic organizers<br>• Making connections to mother tongue language<br>• Modeling<br>• Application of Approaches to Teaching and Learning (ATLs) in all IB programs |

To further the aim of progression, a variety of benchmark assessments are used to measure student progress. These assessments include DRA, NWEA MAP Growth, WIDA Model and MYP criterion-based assessments.

**Assignment to Language Classes**

**English Language Learners (ELLs) and Arabic Language Learners (ALLs)**

English and Arabic Language Learners are both valuable members of our community and we take pride in providing them with many structured opportunities to learn and develop language proficiency. The Academy aims for all students to develop literacy and full academic proficiency in the first and the additional language and strives to set learners on the pathway of graduating bilingual. In this effort, it is imperative for there to be equity for all learners including ELL students through meaningful opportunities to participate in classroom discourse and to develop language proficiency in transdisciplinary, interdisciplinary, inquiry-based, and real-world contexts. The program also

aims for students to become proficient communicators, critical thinkers, and effective users of English for academic purposes and beyond.

How do we achieve this effort?

At ISA, additional language learning is structured into four skill areas: listening, speaking, reading, and writing. In fostering the IB principles, viewing and interpreting are also important. Following the principles of the IB, both English and Arabic acquisition are recognized as a developmental process in which students have opportunities to build on prior knowledge and skills to help them progress to the next phase of language development (IB Language acquisition guide, pg. 6). At the Academy, all teachers are considered language teachers and thus seek to design learning experiences that are welcoming for learners throughout all phases in developing language proficiency.

Both English and Arabic acquisition classes are taught by highly qualified teachers who work closely with ELL and ALL students throughout the school year to address language development needs. Moreover, the work of the language teacher at ISA is both responsive and prescriptive, depending on the student's class, grade level, determined level of proficiency, and the academic language needed to succeed in academic areas and beyond.

**Identification and Placement of ELLs and ALLs**

Identification of potential ELLs and ALLs may be crucial to their success in school. During the admissions process, identification begins with both formal and informal measures including: 1) a language questionnaire, and 2) an oral interview with the student. Students are also assessed for reading fluency and comprehension using the NWEA MAP Reading Screener. When it is determined that a student may be approaching English or Arabic as an additional language, the student is placed in the appropriate class according to his/her age and grade level and is then further assessed by a Language Specialist, who is able to determine his or her level of proficiency in the English or Arabic language.

The WIDA MODEL Screener and the WIDA MODEL are the primary tools used for identification and placement of English Language Learners. Students who score (less than 5.0 on the WIDA MODEL) and/or between (Phase 1 to 4 on the MYP Global Proficiency Table) are designated to receive additional instruction within English Language Developmental classes.

**IB Progression for Language Learners**

| Grades K-5 | Grades 6-10 | Grades 11-12 & DP Options |
|---|---|---|
| From grades K-5, students learn about the PYP Learner Profile and develop background knowledge, vocabulary, foundational skills such as reading, writing, speaking, and listening as Language Learners. All language skills are needed to be successful in the PYP and beyond. | Within grades 6th through 10th, language learners as students within the MYP continue a bilingual pathway in English and Arabic. Learning in the MYP aims to help teach students to affirm self-identity and to communicate in a variety of ways within interdisciplinary contexts. | Placement of exiting 10th graders into either DP Language Acquisition courses (Languages AB initio or Language B) and/or from Language and Literature (Language A) courses provides a continued bilingual pathway particularly for students who demonstrate advanced proficiency in the four skill areas.<br><br>Options for DP Language B: SL or HL and DP Language A: SL or HL classes make up the final phases of progression for graduating with the bilingual diploma and are based on the student's portfolio, student performance data, and teacher recommendations. |

**Transitioning and Exiting Language Learners**

When ELL students reach an overall score of 5.0 on the WIDA, students are given consideration for transition to mainstream English classes. The process in place for transitioning a student from the EAL program consists of a Language Committee involving multiple stakeholders, which include: 1) Division Principal, 2) Department Chair, 3) Language Teacher, and the 4) mainstream English teacher. We also meet with parents who are equally important stakeholders in the exiting and transitioning process.

Transitioning an ELL student to mainstream English classes requires a thorough examination of the student's language proficiency as demonstrated within his/her Language Portfolio. The committee looks at the following criteria when making exit decisions:

- Samples of work as demonstrated through the student's Language Portfolio
- WIDA Individual Student Reports
- NWEA MAP Growth Instructional Data
- MYP Criterion-Based Assessments

When it is determined that a student's proficiency meets or exceeds all the expectations in the four skill areas, and it is agreed upon by the Language Committee, the student can be transitioned into the English Language and Literature course for the appropriate grade-level. Although we celebrate this student's achievement, we also recognize that it can be challenging to transfer to a mainstream English class, where the pace and level of language use is more advanced. If needed, language support can be further extended to the students exiting through a transitional period, where the language teacher continues to meet with the student to help with transition to the new class.

**Support for Language Learning**

Support structures are pertinent for students who are approaching the rigorous IB curriculum from a language other than English, and for this reason it is in keeping with our mission statement that:

- *All teachers are language teachers.*
- Proper assessment of students' Language proficiency allows for students to be placed into the appropriate classroom and to receive the appropriate level of instruction along with support from a specialized English or Arabic language teacher.
- Teachers are encouraged to scaffold and differentiate instruction and assessment according to each learners' level of proficiency and background knowledge.
- Language learners also have access to support from Special Needs staff who can help students with additional learning needs.
- Transitions and individual student evaluation of language progression in reading, writing, speaking, and listening, including test scores are considered by a committee.

These measures aim to provide support to learners at ISA who are learning to make connections to the IB concepts and curriculum in languages other than English. Such structures are necessary for students to become capable and proficient as well as to develop conceptual understanding across content areas.

**Additional Resources to Facilitate Language Development**

The list below consists of resources that are made available to students helping them to develop conceptual knowledge and meaningful academic language. All students at the Academy have unlimited access to the following virtual resources:

- BrainPOP

- BrainPOP Jr.
- BrainPOP ELL
- Epic
- IXL.com (Personalized learning platform)
- J-Store
- Kahoot! (Interactive Game)
- Newsela
- Nahla wa Nahil (Arabic learning platform for students from K-6)
- Reading A-To-Z (Reading)
- Readworks.org (Reading)
- Tumblebooks.org
- Virginia Studies Weekly (read-aloud, highlight & notetaking features)
- Microsoft Applications (PowerPoint and Word)

We also provide a host of physical resources to support language development. These resources include the following physical resources:

- Dictionaries                         Interactive Games
- Graphic Organizers              Indoor and Outdoor learning spaces
- Smartboards
- Whiteboards                         Journal Writing
- Art Supplies                          Immersive Readers

Many of these resources are also used by teachers daily as part of their classroom routine. Also, all students are given a personal tablet which makes virtual and remote learning accessible for all students.


**Language Support for Special Needs**

Teachers at ISA use modified strategies, assessments, and techniques to collaborate with Special Education support faculty & staff to provide appropriate and optimal instruction based on student needs. Some students who are identified as English Language Learners or Arabic Language Learners may also need special needs services. The type of support that is provided to Language Learners is determined based on the student's Individual Education Plan (IEP).


**Teacher Collaboration and Differentiation**

Collaborative planning time allows teachers to come together as a teaching faculty. This may be done through whole staff meetings or divided into smaller meetings where teachers meet in department groups, grade level and subject groups or interdisciplinary groups. During these meetings, teachers plan, reflect on the best practices and consider the needs of individual students. They also discuss articulation, transition, and progression across the three IB programs to ensure that delivery of the program is consistent and reflective of new developments in educational research in the IB.

Differentiation in language lessons is based on best practices according to the standards and practices of the IB. All teachers strive to be responsive to their students' diverse language needs. Teaching strategies to accommodate these needs may include working in small groups, using different resources with various levels of language complexity, as well as changing the level of questioning and tasks for individual students. Students are encouraged to have both

choice and agency where they can follow their own interests or use a preferred learning style. Such planning and collaboration constitute good practice within the context of our school.

**Role of the Library in Language Development**

In IB World Schools, the role of the school library is to offer an array of resources for students and teachers to support the development of literacy skills in the mother tongue as well as the additional language. The library is key in providing rich literature in different languages, varied language resources as well as subject-specific resources that support transdisciplinary and interdisciplinary units of work. The library is a way for students to expand their ideas of the world and to gain access to a wide range of literature and resources as a pathway for developing language skills and knowledge.

At ISA, language connects beyond the classroom and has a strong connection to the school library. The librarian selects and highlights books that illustrate specific learner profile attributes. The librarian meets weekly with elementary students and supports language development within the classroom. The librarian also plans collaboratively with classroom and content teachers to help meet students' language development needs. Leveled readers are available in the library and in each of the school Learning Communities by grade level. In the MYP, students can visit the library as a class and/or individually to find resources and to borrow books.

As part of student inquiry, technology, translation, reading and listening aids are also used to provide support in our classes. Outside the classroom, the library serves as a language support with resources and holdings representing both English and Arabic languages and cultures, which teachers can use to enhance the curriculum and students can directly access as part of their learning. The library also provides engaging opportunities for students to cultivate a love for reading through structured learning activities including class library days, author visits, puppet shows, writing competitions, and the school's annual book fair. We also have yearly subscriptions to online databases and websites to which students and teachers are given access to further language development through rich text and literature.

**Communicating with Parents and School Community**

ISA's Language Policy is posted on the school's website in English. Soon the ISA Language Policy will be translated into Arabic after review from stakeholders. A copy of the policy will be provided for all ELL and ALL families and made available online for the school and the greater community. The policy will also be presented annually at the Parent-Teacher Organization (PTO) meeting. School policies, both new and revised, are also regularly communicated through student and teacher handbooks and the school website.

**Policy Dissemination**

The following are the variety of ways in which the Language Policy is disseminated:

- School wide communications which include both online and in-person or face-to-face
- Student data is made available to all teachers and administration on the school's shared drive
- Teacher and student platforms (Microsoft Office, PowerSchool, Website)
- School's website (solicits opportunities for feedback from the global community)
- Collaborative Planning meetings (opportunities for feedback from Faculty/IB practitioners)
- Newsletters & Community Meetings (opportunities for feedback from students and teachers)
- Meetings with Parents (opportunities for feedback from parents)
- Age-appropriate written information shared on the website as well as the student-parent handbook
- The language policy is reviewed every year and updated as needed.

**Bibliography**

Guidelines for developing a school language policy: <<https://resources.ibo.org/ib/topic/Language-and-learning/resource/11162-occ-file-g_0_iboxx_amo_0804_2_c?lang=en>>.

Learning diversity and inclusion in IB Programs:<< https://resources.ibo.org/ib/topic/Inclusive-education/works/edu_11162-38434?lang=en>>.

Meeting students learning diversity in the classroom: Removing barriers to learning: <<https://resources.ibo.org/ib/topic/Inclusive-education/works/edu_11162-412405?lang=en>>.

MYP Language Acquisition Guide : << https://resources.ibo.org/myp/subject-group/Language-acquisition/works/myp_11162-413061?lang=en>>.

Reviewing a language policy: <<https://resources.ibo.org/pyp/subject-group/Teacher-support-materials/works/pyp_11162-51666?lang=en>>.

The PYP and bilingual education: <<https://resources.ibo.org/pyp/subject-group/Teacher-support-materials/works/pyp_11162-413533?root=1.6.2.2.7&view=div&lang=en&odd=ibo.odd>>.

WIDA Can Do Descriptors, Key Uses Edition, Grades K-12 <<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>>.

**Appendix A**

**ISA English Language Acquisition Progression Chart**

## Middle Year Program Grades 6-10 → High School

**Grades 6-10-ELP 1/Support**
Enter: WIDA levels 1-1.9
MYP Phase 1 & 2

Exit MYP yr. 5 WIDA 1 →

**ESL 1 (non-DP)/DP English Abinitio SL**
WIDA levels 1-1.9

**Grades 6-10—ELP 2**
Enter: WIDA levels 2.0-2.9
MYP Phases 2 & 3

Exit MYP yr. 5 WIDA 2 →

**DP English Abinitio SL/ELP**
WIDA levels 2.0-2.9

**Grades 6-10—ELP 3**
Enter: WIDA levels 3.0-3.9
MYP Phases 3 - 5

Exit MYP yr. 5 WIDA 3 -5 →

**DP English B SL or HL**
WIDA levels 3.0 or higher

## Grades 6-10

**Language and Literature**
Enter: WIDA levels 4+

Exit yr. 5 WIDA 4+ →

**DP English B SL or HL**
WIDA levels 3.0-4.9

Exit yr. 5 WIDA 5+ →

**DP English A SL or HL**
WIDA levels 5-6