



TOPIC:	MYP Language Policies and Phases
QUERY:	Thank you to those who responding to this survey about the policies and practices of MYP schools in relation to transition within Language Acquisition phases and between Language Acquisition and Language and Literature in International Schools. The results are most interesting.
QUERY SUBMITTED AND COLLATED BY:	Vinny Sant-Wade
TOTAL NUMBER OF RESPONSES:	9
Date conducted	3-30-17

Responses:

See below.

Q1 When does your school allow students to transition to a higher MYP Language Acquisition class?

Answered: 9 Skipped: 0

#	Responses	Date
1	At the beginning of every quarter.	4/3/2017 4:21 PM
2	When students are regularly achieving the highest levels in a phase across all 4 criteria.	3/31/2017 11:39 AM
3	We have two set transition points in the year. At this point the students can change phases.	3/31/2017 10:22 AM
4	Twice a year, at the end of the semester.	3/31/2017 4:48 AM
5	Pretty much any time throughout the year, up until around April.	3/31/2017 3:22 AM
6	At the beginning of a new year / new semester is the usual time for transitioning to new level.	3/30/2017 10:39 AM
7	When all data collected, that is, formative and summative assessment, class participation, student's motivation and engagement and student's teacher's professional judgement, among other, suggest to do so. The LA teacher team meet and a final decision is made.	3/30/2017 10:17 AM
8	Students progress is checked three times a year to determine transitions.	3/30/2017 10:08 AM
9	upon the advice of the current Language teachers	3/30/2017 9:47 AM

Q2 What are the criteria for transition to a higher MYP Language Acquisition phase?

Answered: 9 Skipped: 0

#	Responses	Date
1	The students take the WIDA and MAP tests once a semester. Based on those results and the professional judgement of the language acquisition teacher the coordinator and principal decide if there will be a transition to a higher phase level.	4/3/2017 4:21 PM
2	Same as above	3/31/2017 11:39 AM
3	Teachers meet together and use phase descriptors and assessment data to make suggestions.	3/31/2017 10:22 AM
4	A student performs consistently at the Level of Achievement of 7-8 in all of the four criteria.	3/31/2017 4:48 AM
5	Evidence-based. High scores on all criteria (6, 7, 8) for at least two summatives; demonstrated improvement in reading comprehension.	3/31/2017 3:22 AM
6	Students have been consistently working at the top end of the spectrum and are showing success. It will also depend on the schedule or level available within a same period to make the adjustment.	3/30/2017 10:39 AM
7	An evident and MEASURABLE PROGRESS in the student's performance, which comes from collected data and LA teachers within the department.	3/30/2017 10:17 AM
8	Multiple data points are used: teacher recommendations/feedback, levels of achievement, standardised testing data (MAP, ISA, PSAT, WIDA) and assessment samples,	3/30/2017 10:08 AM
9	successful completion of assessment criteria on a consistent basis	3/30/2017 9:47 AM

Q3 Who is involved in the decision making process for transitioning in MYP Language Acquisition classes?

Answered: 9 Skipped: 0

#	Responses	Date
1	Language acquisition teacher, MYP coordinator, Section principal.	4/3/2017 4:21 PM
2	Language teachers, leader of learning for language acquisition and MYP coordinator is consulted if needed.	3/31/2017 11:39 AM
3	Assistant Principal Academic and the LA team.	3/31/2017 10:22 AM
4	The student's current teacher, the teacher of the class s/he will move to, head of programme. When a decision is made, head of programme communicates wit parents.	3/31/2017 4:48 AM
5	Head of Department; ELA teachers; Learning Support*/Curriculum Coordinators*/Vice-Principal* * if needed	3/31/2017 3:22 AM
6	The teacher, parent, and student are all involved in the transition process.	3/30/2017 10:39 AM
7	LA Department Coordinator and all teachers within the department. Please note that families or external agencies do not participate at all in the process.	3/30/2017 10:17 AM
8	Teachers, Heads of Department (English and EAL), MYP Coordinator	3/30/2017 10:08 AM
9	teachers and department head	3/30/2017 9:47 AM

Q4 When does your school allow students to move from an MYP Language Acquisition class to the Language and Literature class?

Answered: 9 Skipped: 0

#	Responses	Date
1	At the beginning of each semester.	4/3/2017 4:21 PM
2	Once again, if the student is regularly achieving the highest levels in phase 5 (we do not offer phase 6) then we move the students. This usually happens at the end of a semester (reporting period).	3/31/2017 11:39 AM
3	We allow transistions from LA to L and L at these points (see above) but not in the other direction. This also applies to our First Language programme.	3/31/2017 10:22 AM
4	Twice a year, at the end of the semester.	3/31/2017 4:48 AM
5	Pretty much anytime throughout the year, with some caveats: 1. G8 1st semester only (until January), as we run a G6-8 and G9-10 program on two different campuses. 2. Negotiation with L and L teachers about units/assessments for as smooth a transition as possible;	3/31/2017 3:22 AM
6	We have not yet made this transition because we have only just begun MYP. Traditionally, the students who will be in the Language and Literature class were taking ESOL classes, so this meant that they were not taking an additional language acquisition course.	3/30/2017 10:39 AM
7	Due to the student population in our school, when they are in a high phase 5 (see question 6 below)	3/30/2017 10:17 AM
8	Various points, when the collected data suggests they are ready, teacher recommendation is highly valued as this includes many data points	3/30/2017 10:08 AM
9	upon the advice of the Language teacher; we are looking at developing a battery of touchstones for moving students to the next phase and for exiting	3/30/2017 9:47 AM

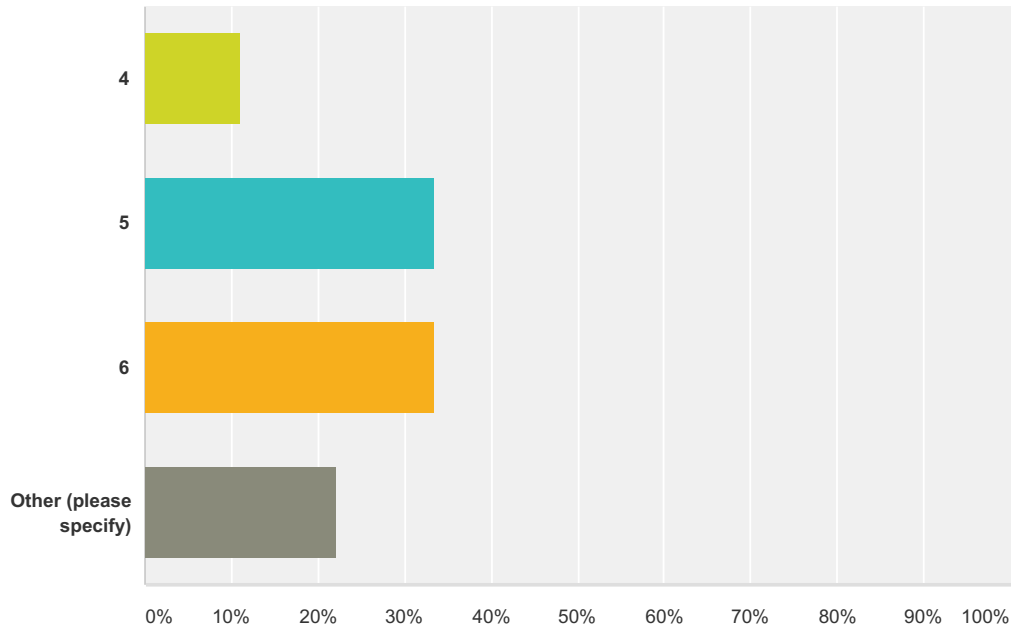
Q5 What are the criteria for progression from the Language Acquisition class to the Language and Literature class?

Answered: 8 Skipped: 1

#	Responses	Date
1	The students take the WIDA and MAP tests once a semester. Based on those results and the professional judgement of the language acquisition teacher the coordinator and principal decide if there will be a transition to a higher phase level.	4/3/2017 4:21 PM
2	Same as above - language & literature teacher is also consulted in the process and will read writing samples.	3/31/2017 11:39 AM
3	For our MYP Years 1-3, we developed a set of criteria and descriptors which embrace both Language & Literature and Language Acquisition strands, so it is easier to assess the Language Acquisition students' readiness for Language & Literature courses.	3/31/2017 4:48 AM
4	Evidence-based: high scores on all criteria (6,7,8) for at least two summatives; reading at or near grade level (this is not a formal policy but more or less accepted practice in G6-8).	3/31/2017 3:22 AM
5	N/A	3/30/2017 10:39 AM
6	Basically, very high performance (7-8 achievement level) in all four LA Criteria. Teacher's professional judgement also applies.	3/30/2017 10:17 AM
7	Currently under review; teacher recommendations/feedback, levels of achievement, standardised testing data (MAP, ISA, PSAT, WIDA) and assessment samples	3/30/2017 10:08 AM
8	Under consideration: Wida test administered, MAP scores, semester grades, advice from language teachers	3/30/2017 9:47 AM

Q6 What phase of MYP Language Acquisition do students move to the Language and Literature class from?

Answered: 9 Skipped: 0



Answer Choices	Responses	
4	11.11%	1
5	33.33%	3
6	33.33%	3
Other (please specify)	22.22%	2
Total		9

#	Other (please specify)	Date
1	5 or 6	3/31/2017 10:22 AM
2	5 or 6, depends on the students	3/30/2017 10:08 AM

Q7 Who is involved in the decision making process for transition between MYP Language Acquisition and MYP Language and Literature?

Answered: 8 Skipped: 1

#	Responses	Date
1	Language acquisition teacher, MYP coordinator, Section principal.	4/3/2017 4:21 PM
2	LA teacher and L&L teacher, in consultation with MYPCO as needed.	3/31/2017 11:39 AM
3	A discussion occurs between the First Language coordinator the Head of LA and the family.	3/31/2017 10:22 AM
4	Phase 6 teacher, Language & Literature teacher, and head of programme.	3/31/2017 4:48 AM
5	ELA and Lang. and Lit. teachers; HOD/Vice-Principal advise if needed.	3/31/2017 3:22 AM
6	LA teachers and L&L Teachers. SS Principal is previously informed and then the process (meetings, moderation sessions, etcetera) starts until a final decision is made.	3/30/2017 10:17 AM
7	Heads of Department (English and EAL), MYP Coordinator	3/30/2017 10:08 AM
8	teachers from Language Acquisition class, subject area coordinator, and receiving teacher	3/30/2017 9:47 AM

Q8 Please add any further information that you consider when transitioning students either within the MYP Language Acquisition classes or between Language Acquisition and Language and Literature.

Answered: 6 Skipped: 3

#	Responses	Date
1	We moved 2 year 11 students from LA phase 5 to L&L in preparation for the Diploma as they did not have another Group 1 language. We look at each case individually. Normally, they would have spent the final half of year 11 in phase 5 but we wanted to move them so that they would be prepared for L&L SL in year 12.	3/31/2017 11:39 AM
2	The transition team also think about the university destination and country of destination.	3/31/2017 10:22 AM
3	The guiding principle behind every move is to place a student in the course that provides the most appropriately challenging learning environment.	3/31/2017 4:48 AM
4	We have a language policy for our school and the above practices fall within this. There is some 'wiggle-room', i.e. someone might not be at a 7-8 level in all criteria, but attitude, rate of progress, and results from formative assessments also inform discussions. There is a formal process as well; parents are informed and consent asked for; emphasis on 'conditional placement' so the school has the ability to re-place in ELA if Lang. and Lit. is too challenging (has only happened once in 3 years since I've been at WAB - an exceptional case). Changes recorded electronically, on Powerschool, and forms placed in students' files. Extra support given to recently transitioned students in Lang. and Lit. classes if needed. Knowing students well, having a proper process and evidence, goodwill, mutual respect, and a high level of understanding of BOTH courses by ELA and L and L teachers makes our 'system' work (but there are always a lot of discussions every year).	3/31/2017 3:22 AM
5	Whenever possible, all teacher in the LA Department must have an outstanding knowledge of the whole LA Programme, "can do" descriptors (if using WIDA model). At least, two years of teaching experience the LA MYP programme is recommended.	3/30/2017 10:17 AM
6	We are considering more effectively monitoring of students progress, particularly how long students should typically be in a phase, rate of progression	3/30/2017 10:08 AM