

ESOL Summary

January 2009

Dear Parents,

The ESOL Program at SAS Pudong provides language support for students based on their individual needs and language level. We offer three levels of support: **Pull out**, **Push in**, and **Monitor**. In addition, **The Writing Center** at SAS provides one-on-one instruction and materials which target reading, writing, listening and speaking skills.

- **Pull out** students take *ESOL Academic Literacy* class in place of foreign language for elective credit. These students also receive Push in support (see below)
- **Push in** students are scheduled in *ESOL Flex* held in The Writing Center. The ESOL teacher is available in core classes to support students and help teachers adapt lessons to meet the needs of English language learners.
- **Monitor** students receive no support from ESOL teacher unless requested by the classroom teacher or the student.





Language learning is a developmental and individual process. The attached *Language Continuum* tracks each student's English proficiency and progress in reading, writing, listening, and speaking. The back of this summary shows your child's current language proficiency levels.

Sincerely,

Jon Nordmeyer, Grade 9 ESOL, jon.nordmeyer@saschina.org

Name	Grade 9	ESOL Support Level Pull Out		
Homeroom Teacher	Quarter 2	ESOL Teacher Nordmeyer		
Comments:				
Behaviors which promote learning at SAS	Area of Concern	Infrequently	Often	Consistently
Actively seeks help from classmates, ESOL or content teacher when needed				
Organizes self, materials, belongings, assignments, schedules				
Uses class time appropriately, stays on task and finishes work on time				
Participates in classroom discussion				
Works well with other students (small groups or pairs)				
Listens to instructions				
Chooses to speak English in classroom settings				

➤ **Language Continuum:** the level which is shaded shows this student's current English proficiency.

<p>Reading</p> 	<p>Level 2: BEGINNING</p> <ul style="list-style-type: none"> ➤ Finds main ideas or important information from a text ➤ Distinguishes fact from opinion 	<p>Level 3: DEVELOPING</p> <ul style="list-style-type: none"> ➤ Identifies main ideas and supporting details related to author's purpose ➤ Identifies an author's purpose or point of view 	<p>Level 4: EXPANDING</p> <ul style="list-style-type: none"> ➤ Identifies information to support a thesis or question ➤ Identifies themes or specific literary devices reflecting author's purpose ➤ Recognizes multiple interpretations of a text 	<p>Level 5: BRIDGING</p> <ul style="list-style-type: none"> ➤ Evaluates information to support a thesis or question ➤ Draws conclusions or makes inferences based on information from text ➤ Applies an author's perspective in literary text to other contexts (e.g. would Mark Twain vote Obama?)
<p>Writing</p> 	<p>Level 2: BEGINNING</p> <ul style="list-style-type: none"> ➤ Writes phrases and short sentences including general and some specific vocabulary ➤ Writes with errors in spelling, grammar and mechanics which often impede meaning 	<p>Level 3: DEVELOPING</p> <ul style="list-style-type: none"> ➤ Writes simple and some expanded sentence types ➤ Uses specific language but with errors in spelling, grammar and mechanics which at times impede meaning ➤ Shows basic organization by relating some sentences 	<p>Level 4: EXPANDING</p> <ul style="list-style-type: none"> ➤ Writes different sentence types with some fluency ➤ Uses both specific and technical language but with errors in spelling, grammar or mechanics ➤ Organizes writing by linking most ideas and using some transitions 	<p>Level 5: BRIDGING</p> <ul style="list-style-type: none"> ➤ Writes a variety of clear, detailed, and complex sentences ➤ Uses 'just the right word' with minimal errors in spelling, grammar or mechanics ➤ Organizes writing for a specific purpose by connecting ideas and using transitions skillfully
<p>Speaking</p> 	<p>Level 2: BEGINNING</p> <ul style="list-style-type: none"> ➤ Speaks in phrases or short sentences using general vocabulary. ➤ Is generally fluent and understandable in simple tasks only. 	<p>Level 3: DEVELOPING</p> <ul style="list-style-type: none"> ➤ Connects short sentences using some specific vocabulary and details. ➤ Is generally fluent and understandable but makes grammar or pronunciation mistakes. 	<p>Level 4: EXPANDING</p> <ul style="list-style-type: none"> ➤ Speaks with emerging complexity and relevant detail. ➤ Uses specific and some technical language. ➤ Is generally fluent and understandable with minor grammar or pronunciation mistakes. 	<p>Level 5: BRIDGING</p> <ul style="list-style-type: none"> ➤ Speaks with complexity, cohesion and organization. ➤ Uses content-specific technical language easily and appropriately. ➤ Is fluent and understandable at all times with minimal grammar or pronunciation mistakes.
<p>Listening</p> 	<p>Level 2: BEGINNING</p> <ul style="list-style-type: none"> ➤ Rarely understands oral-only instructions; usually needs written instructions and/or visual aids ➤ Struggles to identify the topic of an oral presentation or discussion 	<p>Level 3: DEVELOPING</p> <ul style="list-style-type: none"> ➤ Sometimes understands oral-only instructions; sometimes needs written instructions and/or visual aid ➤ Gives some verbal or non-verbal cues that indicate he/she is listening ➤ Identifies the topic of an oral presentation or discussion 	<p>Level 4: EXPANDING</p> <ul style="list-style-type: none"> ➤ Usually understands oral-only instructions; rarely needs written instructions and/or visual aid ➤ Gives sufficient verbal or non-verbal cues to indicate he/she is listening ➤ Identifies the main points of an oral presentation or discussion ➤ Recognizes multiple meanings of words/phrases in social & academic contexts 	<p>Level 5: BRIDGING</p> <ul style="list-style-type: none"> ➤ Always understands oral-only instructions; never needs written instructions and/or visual aid ➤ Critiques the strengths and weaknesses of an oral presentation or discussion ➤ Recognizes subtleties in conversation (e.g. sarcasm, humor) and reacts in culturally appropriate ways