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Shanghai American School

Dear Parents,

Learning English is a developmental process. That means children move through stages on their way to fluency. This process takes a long time, and research shows that it cannot be rushed. Many studies of language acquisition have shown that children generally need 5 to 7 years to become fully fluent in English. As children are learning English, they will still be able to have a healthy social life at school with English-speaking friends and follow lessons in the grade-level curriculum with some support from teachers or classmates.

At SAS, the ESOL department uses a continuum to track each student's English proficiency and progress in listening, speaking, reading and writing. The continuum features six language proficiency levels that are considered stepping stones on the pathway to academic success. You will see these steps and your child's proficiency level on the attached report card. Here are general expectations for each step.

At the given level of English language proficiency, English learners will process, understand, produce or use:

Entering >>	Beginning >>	Developing >>	Expanding >>	Bridging >>	Reaching >>
* graphics or pictures to represent information used in the grade-level classroom * words and phrases in response to simple instructions, questions and statements	* general language related to the grade-level classroom content * phrases and short sentences * speech and writing with mistakes that often limit ability to communicate	* general and some specific language of the grade-level content areas * longer and more complicated sentences in speech and writing * speech and writing with mistakes that sometimes limit ability to communicate	* specific and some technical language of the grade-level content areas * a variety of sentence lengths and complexity in speech and in written work * speech and writing with minimal mistakes that do not affect the overall meaning of the communication	* specialized or technical language of the grade-level content areas * a variety of sentence lengths and complexity in speech and in longer written work * English that approaches native proficiency when speaking or writing about grade-level material	* specialized or technical language of the grade-level content areas * a variety of sentence lengths and complexity in all written and verbal grade-level work * speech and writing comparable to that of native English-speaking peers

ESOL teachers use a variety of assessments and guidelines to determine each child's English proficiency level. The three main criteria are:

- (1) **Linguistic Complexity** - Does the child understand and use grade-level grammar?
- (2) **Vocabulary Usage** - Does the child understand and use words commonly used by children in his or her grade level?
- (3) **Language Control** - How much does the child's pronunciation, grammar and word choice impact his or her ability to communicate?

For more information about ESOL, proficiency levels, language acquisition, or this report card, please contact your child's ESOL teacher.

Grade 1: Marilyn Burgess - Marilyn.Burgess@saschina.org

Grade 2: Marilyn Burgess - Marilyn.Burgess@saschina.org

Grade 3: Marilyn Burgess - Marilyn.Burgess@saschina.org

Grades 4 and 5: Tress Ahles - Tress.Ahles@saschina.org

English for Speakers of Other Languages (ESOL) Report Card

Student:
Homeroom Teacher: Lau, Edna Jane
ESOL Teacher: Ahles, Tress Marie

Grade: 4
Year: 11-12
Trimester: T1

English Proficiency Levels

Entering » Beginning » Developing » Expanding » Bridging » Reaching »

*For an explanation about your child's proficiency levels, please see the other side of this report.

Listening - process, understand, interpret and evaluate spoken English in a variety of situations

T1: Expanding

T2:

T3:

Speaking - engage in oral communication in a variety of situations for different purposes/audiences

T1: Expanding

T2:

T3:

Reading - process, interpret and evaluate written language with understanding and fluency

T1: Expanding

T2:

T3:

Writing - engage in written communication in a variety of forms for an array of purposes/audiences

T1: Expanding

T2:

T3:

Key:	4=Consistently High Effort	3=Consistent Effort	2=Inconsistent Effort	1=Area of Concern
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Behaviors That Promote Learning

	T1	T2	T3
Seeks assistance from ESOL teacher	6		
Asks questions to check understanding	6		
Organizes self, materials and belongings	5		
Completes tasks within given time	5		
Participates in class activities	5		
Listens to instructions	5		
Works independently	6		
Works collaboratively	6		

Comments

T1:

T2:

T3:

