



The ESOL Program at SAS provides language support based on students' individual needs and language levels. We offer two levels of support: **Pull out** and **Push in**.

- o **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).
- o **Push in** students are scheduled in *ESOL Flex* held in The Writing Center. The ESOL teacher is also available in core classes to support students and help teachers adapt lessons to meet the needs of English language learners.

In addition, **The Writing Center** at SAS provides one-on-one instruction and materials which target reading, writing, listening and speaking skills. Please feel free to contact the ESOL teacher for more information about your son or daughter.

- o Jon Nordmeyer, Grade 9 ESOL, jon.nordmeyer@saschina.org
- o Sharon Voss, Grade 10 ESOL, sharon.voss@saschina.org





Name:	Grade: 10	ESOL Support Level: Pull Out
Homeroom Teacher:	Quarter: 2	ESOL Teacher:

Comments:

is a very intelligent and talented young man with a great sense of humor, who has made a solid transition to 10th grade at SAS. In our conferences recently, reported that his successes include maintaining his grades in ESOL Academic Literacy and Biology and that his challenges are time and homework management in American Literature. While his September, 2011 STAR Accelerated Reader test score indicates an Independent Reading Level of 6.6, below grade level, can strengthen this skill by continuing independent reading outside SAS. His 9 December 11 WIDA scores on a 6-point scale indicate: Listening 5, Reading 6 and Writing 5. We will follow up on Speaking scores before the Chinese New Year. This is very strong progress in comparison with his peers. agrees that he needs to request more conferences in the Writing Center consistently to continue developing writing accuracy. Finally, I have encouraged to continue to read and journal in English both for pleasure and to strengthen academic English proficiency. is developing his ability to practice independent learning skills. I appreciate how persistent and reflective he is about his work and accomplishing goals. I look forward to his continuing success in the second semester. Great work this semester, Congratulations!

Behaviors which promote learning at SAS (KEY: AC = Area of Concern; NI = Needs Improvement; G = Good; E = Excellent)	Q1	Q2	Q3	Q4
Actively seeks help from classmates, ESOL or content teacher when needed	E	G		
Organizes self, materials, belongings, assignments, schedules	G	NI		
Uses class time appropriately, stays on task and finishes work on time	G	NI		
Participates in classroom discussion	E	G		
Works well with other students (small groups or pairs)	E	E		
Listens to instructions	NI	G		
Chooses to speak English in classroom settings	G	G		

s Proficiency:		Reading: 6	Writing: 5	Speaking: 4	Listening: 5
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Reading 	Level 2: BEGINNING <ul style="list-style-type: none"> ○ Finds main ideas or important information from a text ○ Distinguishes fact from opinion 	Level 3: DEVELOPING <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 	Level 4: EXPANDING <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 	Level 5: BRIDGING <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?)
Writing 	Level 2: BEGINNING <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 	Level 3: DEVELOPING <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 	Level 4: EXPANDING <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 	Level 5: BRIDGING <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
Speaking 	Level 2: BEGINNING <ul style="list-style-type: none"> ○ Speaks in phrases or short sentences using general vocabulary. ○ Is generally fluent and understandable in simple tasks only. 	Level 3: DEVELOPING <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. 	Level 4: EXPANDING <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. 	Level 5: BRIDGING <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.
Listening 	Level 2: BEGINNING <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 	Level 3: DEVELOPING <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 	Level 4: EXPANDING <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 	Level 5: BRIDGING <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