

2022-2023 CIC language policy



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mission

To provide excellence in a PN-12 English-speaking environment, and fully prepare each student to prosper in a borderless and innovation-based world.

vision

To become Venezuela's most aspirational PN-12 learning environment.

expected school-wide learning results

ESLRs are a set of expectations that articulates what each student should know, understand and be able to do upon leaving CIC.

Effective Communicators Who:

- Read, write, speak, view, and present, and listen effectively and correctly in English.
- Reflect and critically evaluate oral, written, and visual information.
- Understand, follow, and give directions.
- Communicate clearly and appropriately for various outcomes, cultures, and points of view.
- Collaborate and communicate with honesty and integrity.

Life-long Reflective Learners Who:

- Think about their own thinking.
- Recognize and develop strengths and talents.
- Assess and improve weaknesses and limitations.
- Take an active role in their own learning process.
- Work independently and self directed.

**Socially Responsible
Global Citizens Who:**

- Demonstrate knowledge and awareness of social problems and their implications in both, their own and global communities.
- Participate actively and contribute responsibly in projects that improve the community.
- Respect cultural diversity via collaboration and self and community advocacy.
- Identify and address environmental concerns that affect communities around the world are globally responsible citizens through self-awareness, empathy, and understanding.

**Critical Thinkers and
Problem Solvers Who:**

- Demonstrate intellectual curiosity and independent as well as collaborative learning.
- Demonstrate the ability to use reasoning skills combined with ethical and/or moral values to solve complex problems.
- Utilize technology appropriately to gain information and solve problems.
- Apply knowledge and skills to new situations.
- Make sense of problems and persevere in solving them.

overview

CIC recognizes that language is fundamental to learning. Language acquisition and proficiency are essential for the academic, social, and personal development of all students. Language is one of the main tools through which students learn about themselves and others and ultimately are able to lead productive lives, establish lifelong learning habits, and become better communicators. This language policy describes CIC's beliefs and values about language learning and language teaching and guides our practices both in our classrooms and in our community.

Since language is intimately connected with cultural values and norms, CIC believes that learning a language is learning a culture. We believe that language acquisition occurs through meaningful use and interaction. We understand that it is a long-term process allowing students to move at variable rates. We recognize that native language proficiency is an asset and contributes to second language acquisition. Finally, as an international school supporting the International Baccalaureate Diploma Program, the Middle Years Program, and a strong integrated language program in elementary, we value all languages and recognize multilingualism as a benefit to both the individual and society.

English is the language of instruction at CIC. Teachers and students are expected to use English in all classes except for Spanish and French classes. Spanish, or any other mother tongue is permitted in class, only if it benefits student learning. While students are encouraged to speak English out of class (while on campus), CIC recognizes the social and emotional benefit of students speaking their native language in non-academic settings.

All students need to be proficient in English in order to be successful at CIC and accomplish their academic, personal, and social goals. Students first admitted to CIC, who do not demonstrate English language proficiency appropriately, will be enrolled in our English for Speakers of Other Languages (ESOL) Program. ESOL instruction provided in grades 1 through 10, develops their social and academic skills and enables them to reach the same level of proficiency as native speakers of English. Using WIDA (World/Class Instructional Design and Assessment) tests, ESOL students are assessed 3 times a year; this determines their language proficiency level and progress throughout the school year. ELLs (English Language Learners) students have access to their regular classes with ESOL Support. Students meeting the exit criteria outlined in this document, will be able to formally exit the ESOL Program.

Since Spanish is the first language of the majority of our students as well as the language of our host country, Venezuela, we offer its instruction in all grades. This supports our belief in the importance of first language development and its role in second language acquisition. Additionally, we accommodate all students who are non-native Spanish speakers to develop Spanish and their literacy skills through our Spanish foreign language program. Our non-native Spanish students have the opportunity to learn Spanish as a foreign language in all grades 1 through 12. Finally, French is offered as another modern language option in grades 9 through 12.

At CIC all teachers are language teachers. They understand their role as language models for students and allow their subjects to be used as a vehicle for language learning. They strive to create a positive environment in their classes, thus encouraging language development and confidence in all students. Since CIC values bilingualism, it actively encourages and supports all English-speaking faculty and staff to learn Spanish and, likewise, all Spanish-speaking faculty and staff to learn English.

entrance and exit criteria for ESOL students

admission assessments:

Grades 1-10: WIDA

ESOL teachers may consider additional criteria for ESOL identification such as: observations, teacher judgment, parent recommendations and other assessment instruments appropriate to their level.

parental notification and ESOL information file

If it is determined that the student qualifies for the ESOL program, parental notification is required to enroll the student in it. The following is filed in the student's permanent records.

pull-out programs

Exit Criteria for the ESOL Pull-Out Program: In order for ESOL students to exit the Pull-Out Program, they must meet the following criteria:

Grades 1-2

- WIDA oral composite of 2.0
- Proficiency or competency based on a collection of ESOL and content-area assessment data,
- Positive teachers' recommendations to exit

Grades 3-5

- WIDA oral composite Score of 4.0 or higher.

- Proficiency or competency based on a collection of ESOL and content-area assessment data.
- Positive teacher recommendations to exit

End of Grade 5 Exit Criteria

At the end of fifth grade, all non-native English speakers will be evaluated with the WIDA Test. This score will be used to determine if the students will be part of the EAP class or will benefit from the ESOL Support service.

To exit the ESOL program at the end of 5th grade, students will need to obtain:

- WIDA composite score of 5.0
- WIDA oral composite of 5.0
- WIDA Reading Subscore of 4.5
- WIDA Writing Subscore of 4.5
- Positive teachers' recommendations to exit
- Proficiency or competency based on a collection of ESOL and content-area assessment data.
- A MAP Rit score range approximates the norm per NWEA norms as well as CIC norms.

Grades 6-10

- WIDA Composite Score of 5.0 or higher*
- WIDA Reading Subscore of 4.5*
- WIDA Writing Subscore of 4.5*
- Proficiency or competency on a collection of ESOL and content-area assessment data.
- A MAP RIT reading score range approximates the norm per NWEA norms as well as CIC norms.
- Positive teacher recommendations to exit.

Grades 11-12

We adapt our program to the students' needs using either EAP or DP (SL) English B in order to develop their English proficiency. New students entering CIC are tested with the Wida testing program on a case-by-case basis depending on their experience and previous school records.

Wida entrance scores are subject to individual review by the head of department and administration.

English for Academic Purposes (EAP) Class: ESOL students in grades 6-10 are placed in an EAP class, which is scheduled during their English class period. EAP instruction develops the four skills (reading, writing, speaking and listening). Basic vocabulary related to subject area classes is included as part of the class curriculum. EAP students are administered the WIDA three times a year and the same composite score of 5.0 is used as a benchmark for exit criteria.

push-in programs

Students are placed in Push-In programs to receive ESOL in-class support for at least one semester. Students from grades 1-10 are evaluated to determine progress in their language proficiency. Students from grades 1-5 will work independently if their score exceeds expectations. ESOL students in grades 6-10 will be changed from MYP Language Acquisition criteria to Language and Literature criteria. The students will remain until the end of the school year in order to take the WIDA Test for definite exiting.

Grades 1-2

- WIDA composite Score of 3.5
- All Skill scores higher than 3
- Proficiency or competency on a collection of ESOL and content-area assessment data
- Positive teachers' recommendations to exit

Grades 3-5

- WIDA composite Score of 4.5 or higher
- All skill scores higher than 4
- Proficiency or competency on a collection of ESOL and content-area assessment data.

- Positive teacher recommendations to exit

Grade 6-10

- WIDA composite Score of 5.5 or higher
- All skill scores higher than 4.5
- Proficiency or competency on a collection of ESOL and content-area assessment data.
- Positive teacher recommendations to exit

extending the language profile of CIC students

CIC is an international school that supports multilingualism and multiliteracies in the following ways:

- The languages of the wider community are respected and promoted through events such as International Day
- CIC's resources are available to support parents in planning their children's language profile and development. For example, if parents wish to organize a club in a particular language, CIC could incorporate this into the list of extracurricular activities on offer.