



Secondary English Language Acquisition Continuum

English Language Acquisition support in the secondary grades is designed to follow a progression so that students with little or no previous learning in English develop cognitive academic language proficiency by grade 11. At admissions and subsequent review of academic progress will use the following indicators as guidelines to measure student progress in their acquisition of English.

Grade	6	7	8	9	10	11	12
MYP Phase	1-2	2-3	3-4	4-5	5-6	Developed cognitive academic English language skills	
Support Level	Intensive	Intensive	Intermediate	Intermediate	Pre-release	Independent	
Course Work	Modified	Modified	Modified	Modified at grade level	Grade Level	Grade Level	

Levels of Secondary EAL Support

Grade 6	MYP Phases 1-2	Support: Intensive
Examples of support: Individual English Acquisition Learning Plan, 1:1 sessions with EAL teacher, modified assignments & instructional materials		
Academic Performance	Academic Rating	Academic Behaviors
<ul style="list-style-type: none"> ▪ Access pictorial or graphic representation of the course content. ▪ Follows tasks involving words or phrases in directions, choices and statements with support. 	<ul style="list-style-type: none"> ▪ Earns “complete” or “partial” on grade reports. ▪ May be able to access lower bands of assessment criteria if appropriate in certain courses. 	<ul style="list-style-type: none"> ▪ Engages with modified tasks. ▪ Attempts tasks independently after modeling. ▪ Demonstrates a willingness to use English in speaking and writing. ▪ Follows simple directions.

Grade 7	MYP Phases 2-3	Support: Intensive
Examples of support: Individual English Acquisition Learning Plan, 1:1 sessions with EAL teacher, modified assignments & instructional materials		
Academic Performance	Academic Rating	Academic Behaviors
<ul style="list-style-type: none"> ▪ Recognize general language for each content area. ▪ Use and interpret short sentences or phrases. ▪ Follows tasks involving multiple steps with support. 	<ul style="list-style-type: none"> ▪ Earns “complete” or “partial” on grade reports. ▪ May be able to access lower bands of assessment criteria if appropriate in certain courses. 	<ul style="list-style-type: none"> ▪ Engages with modified tasks. ▪ Completes most modified tasks independently. ▪ Asks for help. ▪ Attempts to participate in simple discussion. ▪ Follows routines consistently & understands expectations for academic & social behavior.

Grade 8		MYP Phases 3-4	Support: Intermediate
Examples of support: modified assignments & reading materials, in-class teacher support, grouping that supports written and spoken language development			
Academic Performance	Academic Rating	Academic Behaviors	
<ul style="list-style-type: none"> Recognizes some specific language for each content area. Uses more complex sentences in speaking and writing. Is able to write a paragraph. Follows an explanation or task with some support. 	Earns “complete” on grade reports if not yet able to access lower bands of assessment criteria in certain courses.	<ul style="list-style-type: none"> Engages with modified tasks independently from reading directions to completion. Takes initiative in implementing learning strategies. Can ask and respond to questions in discussion; express simple opinions and explanations. Builds good habits for academic and social behavior. 	

Grade 9		MYP Phases 4-5	Support: Intermediate
Examples of support: modified grade level assignments & reading materials, in-class teacher support, grouping that supports written and spoken language development			
Academic Performance	Academic Rating	Academic Behaviors	
<ul style="list-style-type: none"> Uses specific and some technical language in content areas. Uses a variety of complex sentence styles in speaking and writing. Follows a developed explanation or task without support. 	Must earn a “3” or higher in each course based on assessment criteria.	<ul style="list-style-type: none"> Engages with grade level tasks with modifications tasks independently. Takes initiative in implementing learning strategies when working independently. Can ask and respond to questions in discussion; express simple opinions and explanations. Is able identify areas for individual improvement in language & academic development. Maintains good habits for academic and social behavior. 	

Grade 10	MYP Phases 5-6	Support: Pre-release
Examples of support: teacher guidance in group work, 1:1 feedback on observations and assignments		
*Students not achieving at these levels may not be able to access the content and tasks required in the International Baccalaureate Diploma Programme in grades 11-12. HIS diploma option is available for students who cannot assess all or parts of the IBDP.		
Academic Performance	Academic Rating	Academic Behaviors
<ul style="list-style-type: none"> Uses specialized or technical language in content areas. Uses a variety of complex sentence styles in oral discourse and essays. Follows grade-level material, tasks and direction without support. 	Must earn a “3” or higher in each course based on assessment criteria.	<ul style="list-style-type: none"> Engages with grade level tasks independently given little to no modifications. Uses learning strategies independently to further learning and skill development. Uses teacher feedback to improve written and oral communications. Comfortably participates in class discussions; expresses opinions and explanations. Maintains good habits for academic and social behavior. Seeks help when needed.

Grades 11-12	Developed cognitive academic English language skills	Support: Independent
Examples of support: no specific EAL support provided		
Program Options	International Baccalaureate Diploma Programme: Diploma or course candidate HIS Diploma	
Academic Performance	Academic Rating	Academic Behaviors
<ul style="list-style-type: none"> Uses specialized or technical language in content areas. Uses a variety of complex sentence styles in oral discourse and essays at grade level. Oral and written communication is comparable to English-proficient peers. 	Must earn a “3” or higher in each course based on assessment criteria.	<ul style="list-style-type: none"> Engages with grade level tasks independently. Is able to identify individual challenges to learning and employ learning strategies independently to overcome challenges. Uses teacher feedback to improve academic performance. Fully participates in class discussions- can clearly articulate opinions and explanations. Maintains good habits for academic and social behavior. Seeks additional help if needed.