亲爱的家长和监护人：

您好！为了给您的孩子提供最优质的教育，启明星拓展了ESL项目，现在更加注重学生的*学术英语水平学习*（LEAP）而不是*英语的流利程度*。因此，我们希望能向您介绍对您孩子的评定以及LEAP项目所能提供的后续教学服务。评定过程以及选择您孩子加入一个适合他的学术语言教学模式是基于家庭语言问卷调查、教师评价、学术英语评估结果以及其他方面的综合考量。

LEAP项目是为还在提高*学术*英语水平的学生量身打造的。启明星不断探索，广泛运用多种基于研究的课程模式，确保学生的学术英语水平得到提升。我们对评定为学术英语学习者（AEL）的学生提供班外教学和进班支持。除此之外，LEAP老师与主班老师合作备课、合作教学、合作评估，增大学生的成功。我们的目标是：充分利用学生的课堂学习时间，使他们徜徉在严谨而又富有认知挑战的学术材料之中。同时，我们还对我们优质的师资队伍进行学术语言习得教学策略方面的培训，帮助学生在各个学科上都能有所建树。

您的孩子被评定为学术英语学习者（AELL），所以他/她除了接受全方位的中英文教学外，还将享受LEAP服务。服务内容概括如下。我们相信这个项目将有助于满足您孩子的学习需求，提高他/她在学校的学习成绩。我们诚挚邀请您莅临我校，与老师见面，深入了解这个项目能够带来的好处以及其他可选的服务。

以下是学术英语评估的结果：

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 学生信息 | | | | | | |  | |
| 姓名: 年级: | | | | | | | | |
| 评估工具 | 写作 | | 阅读 | | 听力 | | 口语 | |
| WIDA – W-APT 日期 : |  | |  | |  | |  | |
| 根据语言评估数据和其他方面而评定的英语能力水平: | | | | | | | | |
| L1 –入门级入门级 | 初级初级 | L3 – 进阶级进阶级 | | L4 – 扩展级扩展级 | | L5 – 过渡级级 | | L6 – 达标级达标级 |

**启明星服务模式**

|  |  |  |
| --- | --- | --- |
| 水平A：第 1-2级 | 水平B：第3-4级 | 水平C：第5级 |
| 第1级的学术英语学习者在学术英语学习历程中刚刚*入门*。  第2级的学术英语学习者*开始*使用学术英语，运用学术领域中的*一般术语*，学习组词和造短句。 | 第3级的学术英语学习者正在*培养*学术英语水平，运用学术领域中的*一般术语和一些专用术语*，在口语交际或书写文章段落时，能够造长句。  第4级的学术英语学习者正在*扩展*学术英语水平，使用*学科的*专用术语和*一些技术语言*，在口语交际时创作语言复杂程度多样、长度不一的句子，在写作时创作多个相关句子或段落。 | 第5级的学术英语学习者正在*过渡到或达到*年级的学术英语水平，运用学科中的*专用或技术术语*，在口语交际或书面创作，比如写故事、论文或报告时，创作语言复杂程度多样、长度不一的句子。 |

**启明星服务模式**

|  |  |  |
| --- | --- | --- |
| 水平A：第1-2级 | 水平B：第3-4级 | 水平C：第5级 |
| 定期开展与课堂教学内容*同步*的班外教学活动，注重语言习得及学术词汇的积累。 | *根据需要*开展班外教学活动，注重学生在课堂上学起来有困难的学术语言和文本结构； | *根据需要*直接教学。 |
| 为了帮助这些学生，启明星的LEAP老师和主班老师*通力协作*，进行以下教学活动：   * 班内小组授课，对课堂学习目标进行支架式教学，这包括：   + 分级阅读小组，采用与主流教学相似的内容、主题和词汇；   + 运用WIDA学习目标描述（ Can-Do Descriptors）及语言支持，开展与课堂教学内容同步的支架式教学活动。 * 合作教学：   + 预教词汇；   + 通过将语言、可视教具、手势、动作进行分级，确保所有学生都能吸收教学内容；   + 示范学术语言策略； * 支架式教学—水平A 和B 的学生将获得:   + 用于阅读任务和评估的差异化的阅读材料   + 用于写作任务和合适评估的单词库和句型   + 水平A的学生会得到比水平B学生更少的单词，但是更具体的句型。 | | 为了帮助这些学生，启明星的LEAP老师和主班老师通力协作，进行以下教学活动：   * 预教词汇； * 示范学术语言策略； * 与学生进行简短会面，以助其完成自我评估并设定学业目标； |

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| --- | --- | --- |
| 退出LEAP服务的标准 | | |
| 当您的孩子表现出精通的英语水平时，他/她将不再是学术英语学习者。 因此，他或她将退出LEAP项目，并且不再享受LEAP服务。 启明星双语学校将继续监测三年这些不再是学术英语学习者的学生，以确保他们在学业上取得成功。如果这些学生由于缺乏学术英语能力而难以达到年级水平的学术要求时，启明星会为这些学生提供语言支持服务，并且/或者建议他/她重新加入LEAP项目。 您的孩子将持续获得LEAP支持服务，直到他或她符合以下标准： | | |
| 语言习得 | 读写能力 | 其他学科水平 |
| WIDA MODEL综合得分：5.5； | * WIDA MODEL读写单项得分5.0或者高于5.0； * MAP分数处于年级水平范围之内； | 视课堂观察和形成性/总结性评估而定。 |

启明星LEAP团队期待为您的孩子服务，并支持他们努力达到高标准的学术水平。 如有任何疑问，请通过邮件与Brady Fossenbell（bradyf@daystarchina.cn）联系。

致以诚挚的问候！

Brady Fossenbell



ESL/LEAP协调员  
启明星双语学校  
电话：+86(10)6433-7366  
网址：[www.daystarchina.cn](http://www.daystarchina.cn)

Dear Parents & Guardians,

In our endeavor to deliver the best education possible for your child, Daystar is expanding its ESL program to put an increased emphasis on *Learning English for Academic Proficiency* (LEAP) as opposed to *English fluency.* Supporting this effort, we would like to provide you with information regarding your child’s identification and the subsequent instructional services offered via the LEAP program. The identification process and selection of your child to participate in an academic language instruction educational model is based on a combination of home language questionnaire, teacher judgment, academic English assessment results and other measures.

The LEAP program is designed for students who are in the process of becoming proficient in *academic* English. Daystar seeks to ensure the development of a student’s academic language by employing a variety of research-based program models. We provide both pull-out and push-in instruction for students who are identified as Academic English Language Learners. In addition, LEAP teachers co-plan, co-teach, and co-assess with homeroom teachers to amplify student success. The goal for all students is to maximize their time in the classroom and provide access to rigorous, cognitively challenging academic material. We also train our highly qualified teachers in academic language acquisition instructional strategies in order to help students succeed in all academic subjects.

Your child has been identified as being an Academic English Language Learner (AELL), and thus will receive LEAP services in addition to his or her full range of English and Chinese instruction. These services are outlined below. We believe that this program will help meet your child’s educational needs and enhance his or her academic success in our school. We invite you to visit the school and meet with our staff to learn more about the benefit of the program and other services available.

The following are the results of the academic English language assessment(s):

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Information | | | | | | |  | |
| Name: Grade: | | | | | | | | |
| Assessment Tool | Writing | | Reading | | Listening | | Speaking | |
| WIDA – W-APT Date: |  | |  | |  | |  | |
| English Language Proficiency Level based on language assessment data and other measures: | | | | | | | | |
| L1 - Entering | L2 - Beginning | L3 - Developing | | L4 - Expanding | | Bridging | | Reaching |

**Daystar Service Model**

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| --- | --- | --- |
| Tier A—WIDA Level 1 and 2 | Tier B—WIDA Level 3 and 4 | Tier C—WIDA Level 5 |
| Students who are level one AELs are just *entering* the academic English process.   Students who are level two AELs are *beginning* to use academic English, are using *general language* related to scholastic content areas, and are creating phrases or short sentences. | Students who are level three AELs are *developing* proficiency in academic English and are using *general and some specific language* of the scholastic content areas and creating expanded sentences in oral interaction or written paragraphs.   Students who are level four AELs are *expanding* proficiency in academic English and are using specific and *some technical language* of the content areas and creating a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs. | Students who are level five AELs are *bridging* or *approaching* grade-level proficiency in academic English and are using *specialized* **or** *technical language* aligned to a particular discipline, and are creating a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports. |

**Daystar Service Model**

|  |  |  |
| --- | --- | --- |
| Tier A—WIDA Level 1 and 2 | Tier B—WIDA Level 3 and 4 | Tier C—WIDA Level 5 |
| Students will receive regular pull-out services to focus on language acquisition and building of academic vocabulary that *aligns with* content instruction in the classroom. | Students will receive pull-out services on an *as-needed basis* to focus on academic language and text structures with which students are struggling in the classroom. | Students will receive direct instruction in an *as needed basis.* |
| To support these students, Daystar LEAP teachers and homeroom teachers are *collaborating* to deliver the following:   * In-class group mini-lessons to scaffold learning objectives within the classroom, including:   + Leveled reading groups using similar content, themes and vocabulary as mainstream instruction   + Scaffolded learning activities that align with classroom instruction using WIDA Can-Do Descriptors and language supports * Co-teaching:   + Pre-teaching vocabulary   + Ensuring accessibility of content for all students through the use of graded language, visuals, hand signals, and movement   + Modeling academic language strategies * Scaffolding— Students in Tier A and B both will receive:   + Differentiated reading materials for reading assignments and assessments   + Word banks and sentence starters for writing assignments and appropriate assessments   + Students in Tier A receive fewer words in their word banks and more specific sentence starters than students in Tier B | | To support these students, Daystar LEAP teachers and homeroom teachers are collaborating to deliver the following:   * *Pre*-teaching vocabulary * Modeling academic language strategies * Mini-conferencing with students to help students self-assess and set academic goals |

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| LEAP Exit Criteria | | |
| When your child demonstrates academic proficiency in English, he or she will no longer be classified as an ALEL. Therefore, he or she will be exited from the LEAP program and will not be eligible for LEAP services. Students who are no longer classified as AEL will be monitored by Daystar Academy for three years to ensure that they are succeeding academically. Daystar Academy must provide language support services to such students and/or recommend re-entry to the LEAP program if these students struggle to meet grade-level academic expectations due to lack of academic English language proficiency. Your child will continue to receive LEAP support services until he or she meets the following criteria: | | |
| Language Acquisition | Literacy | Proficiency in Other Subject Areas |
| WIDA MODEL Composite Score of 5.5 | * A minimum literacy subscore of 5.0 or above on the WIDA MODEL, and * A MAP score within the range of grade-level proficiency | Determined by classroom observation and formative/summative assessment |

The Daystar LEAP team looks forward to successfully servicing your child and supporting his or her endeavors to meet a high standard of academic excellence. If you have any questions, please contact Brady Fossenbell at [bradyf@daystarchina.cn](mailto:bradyf@daystarchina.cn).

Sincerely,



Brady Fossenbell

ESL/LEAP Coordinator  
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