

Daystar Academy MYP Phase Placement

Language Placement Assessment

Daystar has developed the following table based on correlation of descriptors from IB Global Proficiency

WIDA score	Phase	Minimum Writing Score
0 – 1.4	1	None
1.5-2.4	2	1.5
2.5-3.4	3	2.5
3.5-4.4	4	3.5
4.5-5.4	5	4.5
5.5+	6	5.5

Table, phase objectives and WIDA Performance Definitions.

Initial Placement of Current Daystar Students

- **Language Acquisition Placement Team:** ELA instructor, ELL instructor, Learning Support, LEAP teacher, MYP Coordinator meet to make placement on a **case-to-case basis using of current LEAP students:**
 - Language Profile
 - Assessment Data WIDA scores, Acheive3000, MAP
 - Writing samples - untouched student work (summative/formative)
 - Team review protocol outlined below*
- Assessment data acts as initial guideline for to sort students into tentative phase groups
- Student performance attributes are then ultimately compared to Global Proficiency Table for final placement decisions (LAG, pg 25).

Daystar uses World-Class Instructional Design and Assessment Measure of Developing English Language (MODEL), WIDA-ACCESS Placement Test (W-APT) and the WIDA Screener to assess English Academic Proficiency. We have also created student language profiles with a range of individualized student data, including home language, Mother Tongue, Number of years with English as the language of instruction, Language/s spoken at home, WIDA and Measures of Academic Progress scores and writing samples.

***Team Review Protocol**

- Each team member reviews the data, passes around the writing samples—writing rubric is normed (Collaborative Scoring Protocol)
- Classroom teacher provides insight on the student (work habits, home support, nuances, etc.)
- Using all the above, team looks at the Global Proficiency Table to see which descriptor best describes the student (Can use Phase Objectives [pg 11-14] and continuum tables [pg 28-35] as well)

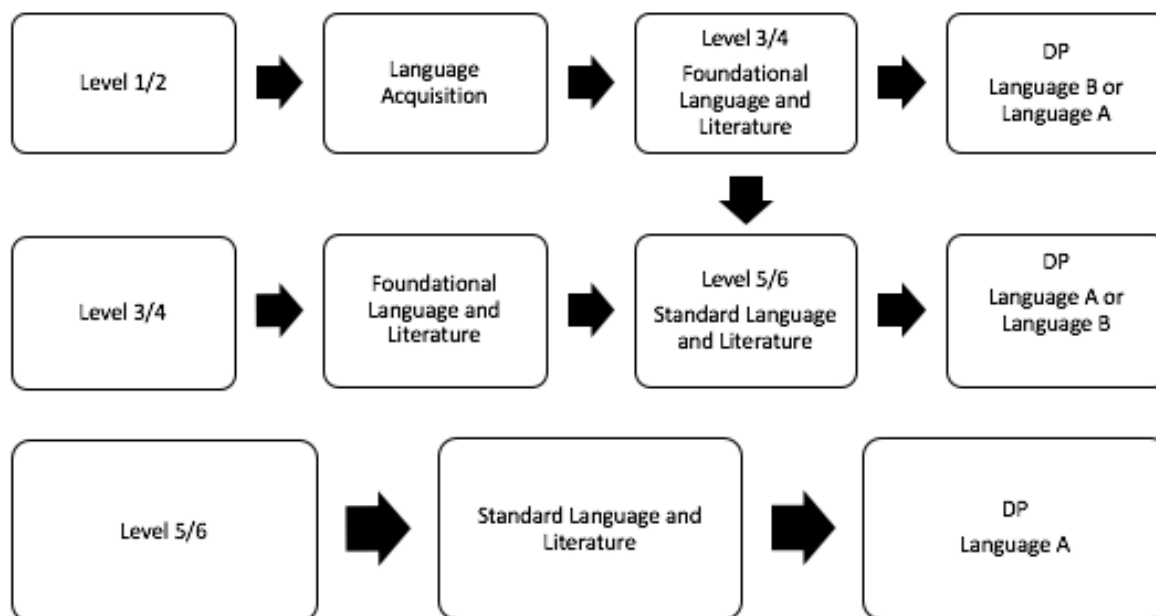
Considerations:

- Native speaker, time spent studying in English speaking countries, learning disabilities, school support, mental readiness of the student, language spoken at home, school's language of instruction
- The students that we already have in each phase
- Non-consecutive phases will not be placed together (E.G. phase 2 with 4)
- Formative assessment data and writing samples can sway placement one level through data-driven discussion

Class Placement



After phase has been determined, students are placed in the following classes:



Moving Between Phases

- Students are allowed to move from one Language Acquisition course to another within the first two weeks upon starting that course
- Students who are in Language and Literature in MYP cannot move to Language Acquisition in the MYP
- Movement in Language Acquisition takes place at the end of a semester
- The move from one phase to another is determined by a grade of 6 or above along with the previous criteria
 - Each student in ELA will take WIDA MODEL every spring
- All movement decisions are a team decision based on student work

New Students

- Students are given a WIDA W-APT during the admissions process and a writing sample is gathered along with previous student records
- MAP data, WIDA data and student records are sent to LEAP coordinator and instructional coaches for review two weeks before student starts
- After data and samples are collected, placement team goes through the same process described above.

Resources

- International Baccalaureate (2014). *IB Language Acquisition Guide/MYP: From Principles into Practice*.
- Solution Tree Press (2014). Collaborative scoring protocol - solution tree. *Collaborating for Success with the Common Core*.
- Katherine Ross - MYP Coordinator Katherine - CIS, Singapore
- Ashish Trivedi - MYP School Services Manager - International Baccalaureate Organization
- Jaime Weiler - English Department Head - MYP ELA Monitor/Examiner - Keystone Academy

Collaborative Scoring Protocol

In order to ensure that all members of your collaborative team are scoring student work consistently, your team should practice collaborative scoring. This protocol provides a step-by-step process to guide you through that activity.

Materials: Copies of the rubric, sticky notes, one or more pieces of unscored student work from each teacher's classroom

Step	Procedure	Time Allotment
1	Team reviews the student assignment and the rubric and discusses any scoring procedures that apply to the task.	Five minutes
2	Each team member scores one piece of student work without discussion and puts the rubric score he or she believes is appropriate on a sticky note on the back of the work.	Five minutes, depending on the length of the task
3	The team members pass the pieces of student work to a new team member who also scores the work and puts another sticky note on the back. This process continues until everyone on the team has scored all pieces of student work.	Up to twenty minutes
4	The team turns over a piece of student work to reveal the teachers' scores. The team members discuss the differences in the scores and explain why they each scored it the way they did. This continues until the team has discussed all pieces of student work or until the team feels confident teachers are applying the rubric in the same way.	Varies by the amount of discussion
5	The team makes any needed changes to the rubric to reflect new understanding.	Five minutes
6	The team discusses implications for future instruction and how to respond when students need more time and support.	Ten minutes

Adapted from Solution Tree Press (2014).