

**Middle Year Programme  
MYP LANGUAGE POLICY**



**Martin Luther King, Jr.  
Middle School**

A proud part of Atlanta Public Schools

*Where the Leaders of Tomorrow are trained by the  
Leaders of Today*

## MYP LANGUAGE POLICY

Martin Luther King Middle School facilitate a language philosophy that endorses language support and IB/MYP accessibility for all students. Both schools ensure that an ongoing collaborative effort with the district's English Speakers of Other Languages (ESOL) department result in proper utilization of the program and support. Concurrently, attentive implementation of the Common Core Curriculum and World-class Instructional Design and Assessment (WIDA) result in further attainment of English language proficiency while integrating content.

Federal and state laws require information to be collected about the primary and home language of every student upon enrollment in the school district (see attached). Collection of language data takes place via survey provided by Atlanta Public Schools. The survey is currently available in twenty-one languages. Both MYP candidate schools participate in the administration of the home language survey, which provides the schools with auxiliary information and result in procuring appropriate resources.

### LANGUAGE NEEDS

Fluency in both oral and written communication is an essential component in promoting local, national and global awareness. Language instruction at Martin Luther King Middle School encourage effective reading, writing, speaking and listening skills. Through curricular incorporation of the Approaches to Learning Skills (ATLs) in MYP pedagogy, Social Skills and Communication Skills will be appropriately developed and enhanced among MYP students. Proficiency in Chinese or Spanish as a second language alongside students' mother tongue language will advance learners' mastery and requisite mobility.

Second-language proficiency fosters global connections. Reading materials from a variety of languages and cultures support the essential global awareness expected of MYP learners. Media centers and Media Specialists at both schools provide supplemental materials that cater to the diverse needs of language learners.

### CURRENT PRACTICES

Martin Luther King Middle School students are provided instruction in English/Language Arts yearly. Martin Luther King Middle Schools provides World Languages (Mandarin Chinese and Spanish). Courses in the offered World Languages programs aim to build competence in speaking, reading and writing in a second language.

The World Languages Department within the district and Georgia Virtual School are additional resources that assist with language learning and support. Georgia Virtual School offers an extended curricula which include the following World Languages: American Sign Language, Chinese, French, German, Japanese, Latin and Spanish. Access to interpreters allow other language parents to actively participate in their child's education.

Non-native English speakers are instructed according to their proficiency as determined by the WIDA Can Do Descriptors (see attached). ESOL instructors provide individualized instruction in a small classroom setting to students whose WIDA English Language Proficiency (ELP) ranges from Entering (ELP-1); Emerging (ELP-2); Developing (ELP-3); Expanding (ELP-4); Bridging (ELP-5) to Reaching (ELP-6).

The program for English language learners is designed to improve the education of English language learners by assisting them in learning English and in meeting state content standards. Curriculum follows

grade level standards of learning and WIDA standards. The state of Georgia joined the World Class Instructional Design and Assessment (WIDA) Consortium and adopted the following English language proficiency standards for implementation

- Standard 1: English language learners communicate for social and instructional purposes.
- Standard 2: English language learners communicate for academic success in the content area of Language Arts.
- Standard 3: English language learners communicate for academic success in the content area of Mathematics.
- Standard 4: English language learners communicate for academic success in the content area of Science.
- Standard 5: English language learners communicate for academic success in the content area of Social Studies.

Instruction is adapted to student's English proficiency level to assist students in meeting the same state academic content and achievement standards as all students are expected to meet.

### **ASSESSMENT OF LANGUAGE ACQUISITION, PLACEMENT, AND EXIT CRITERIA**

Formative and summative assessments of language learning are vital to evaluating the efficacy of current pedagogy and resultant student understanding. Formative assessment is demonstrated in a variety of forms in the classroom setting via class discussions, interactive games, collaborative grouping, and short written responses. Summative assessment is demonstrated through formal writing, research projects, speaking presentations and standardized assessments, all of which validate expected competency.

Students who are eligible for the ESOL program are assigned an English language proficiency Level 1-5 based on results of the WIDA Assessment Proficiency Test (WAPT) at the time of registration. ELL students are exited from the ESOL program when they reach Level 5 on the ACCESS placement test. Parents are notified if the child qualifies for ESOL services or if the child exits the program

Re-teaching of standards and monitoring and adjusting pedagogy are expected if anticipated competency is not evident. Tutoring schedules are posted by each classroom. Supplemental home assignments that promote student responsibility will be an integral part of bridging the gap between what is learned in class, and what can be learned through responsible Self-Management Skills.

### **SUMMARY**

Entrenched in the structures of Martin Luther King Middle School is a commitment to developing within each MYP student an opportunity for ongoing support for mother tongue language as well as development of native tongue excellence. Adherence to WIDA Can-Do Descriptors, course offerings, data collection and teacher support play vital roles in language development. As a final point, a commitment to new developments in the language policy and philosophy will be ongoing.

## Atlanta Public Schools HOME LANGUAGE SURVEY

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Sex:  Male  Female

Parent/Guardian Name: - - - - -

Address: - - - - -

Home Telephone: \_ \_ \_ \_ \_ Work Telephone: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Federal and state laws require the following information be collected about the primary and home language of every student upon enrollment in the school district. Please complete a survey for each child you are enrolling in the school district.

1. What language did your child learn when he/she first began to talk? \_\_\_\_\_
2. What language does your child most frequently speak at home? \_\_\_\_\_
3. What language is spoken by you and your family most of the time at home? \_\_\_\_\_

If a language other than English is indicated for any of the above questions, the school district will test your child's English language proficiency to determine eligibility for initial and continuing placement in an English language development program. You will be notified about the results of this testing.

4. If available, in what language would you prefer to receive information from the school? \_\_\_\_\_

\_\_\_\_\_  
Parent or Guardian's Signature

\_\_\_\_\_  
Date

OFFICE USE ONLY			
Student ID#	Date Distributed	Date Received	

Por favor responda  
en inglés

### Atlanta Public Schools ENCUESTA DE IDIOMA EN EL HOGAR

Spanish  
Home Language Survey

Nombre del alumno: \_\_\_\_\_ Fecha de nacimiento: \_\_\_\_\_ Sexo: 0 Masculino 1 Femenino

Nombre de los padres/apoderado: \_\_\_\_\_

Dirección: \_\_\_\_\_

Teléfono de la casa: \_\_\_\_\_ Teléfono del trabajo: \_\_\_\_\_ Escuela: \_\_\_\_\_

Grado: \_\_\_\_\_ Fecha: \_\_\_\_\_

Las leyes federales y estatales exigen que se recopile la siguiente información sobre el idioma principal y el hablado en el hogar de cada alumno que se inscriba en el distrito escolar. Complete una encuesta por cada alumno que se inscriba en el distrito escolar.

- 1. ¿Qué idioma aprendió su hijo cuando recién comenzó a hablar? \_\_\_\_\_
- 2. ¿Qué idioma habla en casa su hijo con más frecuencia? \_\_\_\_\_
- 3. ¿Qué idioma habla usted y su familia con más frecuencia en el hogar? \_\_\_\_\_

Si se indica un idioma que no sea el inglés en cualquiera de las preguntas anteriores, el distrito escolar evaluará la aptitud en inglés que tenga su hijo para así determinar su calificación inicial y permanencia en un programa de desarrollo de dicho idioma. Le informaremos sobre los resultados de estas evaluaciones.

- 4. Si ello fuera posible, ¿en qué idioma le gustaría recibir información de la escuela? \_\_\_\_\_

\_\_\_\_\_  
Firma del padre/madre o apoderado

\_\_\_\_\_  
Fecha

OFFICE USE ONLY

Student ID#	Date Distributed	Dale Received	
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