



# Qingdao Amerasia International School

## **LANGUAGE POLICY**

Last revised: August 2025

### **Our Mission:**

QAIS strives to inspire a lifelong love of learning through a holistic, child-centered, inquiry-based approach and nurture courageous global citizen who help build a peaceful world.

### **Our Vision:**

To help light the world by becoming the best possible versions of ourselves.

### **Our Core Values:**

Academic Excellence, Creativity, International Mindedness, Well-Being, Diversity

# HIGH-QUALITY TEACHING & LEARNING MANIFESTO

## We believe high-quality teaching Inspires a lifelong love of learning by...

- Fostering curiosity, creativity, confidence, and joy, while engaging students in age-appropriate explorations of content and concepts.
- Challenging and stretching students appropriately in accordance with their cognitive and linguistic ability, allowing them to reach their full potential.

## We believe high-quality teaching is holistic by...

- Showing consistent care and concern for students' academic growth by providing timely feedback and positive encouragement, inviting students for extra help, or providing additional learning support, so they can reach their learning goals and aspirations.
- Considering the personal growth and well-being of students by thoughtfully addressing their social, emotional, psychological, spiritual, learning needs and background when crafting, delivering, and assessing lessons and units.
- Thoughtfully including opportunities for students to develop their ATL skills (Thinking, Communication, Social, Self-Management, and Research skills).

## We believe high-quality teaching is child-centered by...

- Meeting students' language and cognitive needs and differentiating/scaffolding appropriately to ensure mastery of course content, concepts, and skills.
- Writing student-friendly objectives that clearly state what students will know, understand, and be able to do by the end of each class.
- Creating summative assessments that are a natural extension of formative assessments and a fair measure of the content and concepts students studied and researched, and skills students acquired throughout the unit.

## We believe high-quality teaching is inquiry-based by...

- Allowing students some degree of choice in exploring topics and questions of personal interest when approaching their assignments and summative tasks.
- Balancing teacher-led, student-led, partner and group activities, and investigations that allow students some open-ended opportunities to apply knowledge and demonstrate competencies.
- Thoughtfully incorporating student questions and reflections throughout the development of the unit.

## We believe high-quality teaching creates courageous global citizens by...

- Ensuring that content and concepts focus on current events and/or issues of global concern, such as the United Nations Sustainable Development Goals (UN SDGs).
- Supporting students in creating inclusive classroom environments where a variety of cultural perspectives are appreciated, grace and courtesy is extended, and the unity of our diverse community is acknowledged and celebrated.
- Considering the "why" of our learning experiences and providing opportunities for students to develop courage, while opening their minds and hearts to possible service and action projects in our community or beyond that could make a positive difference in the lives of the human family.

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## 1. Who we are

Qingdao Amerasia International School (QAIS) educates students aged 18-months to 18-years from around the world. Founded in 2011, it has maintained a family atmosphere. While a significant portion of our students have spent much of their childhood in the Country, they hold passports from other nations. Students enter QAIS with a range of needs related to language.

## 2. Policy Philosophy

We at Qingdao Amerasia International School (QAIS) understand that language is intimately bound and universal in all cultures permeating all learning. Language is our window to the world and shapes our personal thinking and how we share our knowledge and understanding. It also allows us to develop group memberships, develop our identity and empower and affirm our relationships with others. QAIS believes that meaningful communication through language promotes international mindedness and helps students to become globally engaged, improves intellectual growth, raises self-esteem, lowers anxiety and creates more positive attitudes to learning.

To continually develop and promote language learning, QAIS seeks to employ teachers who have an understanding of the active use of multiple languages, experienced and trained in working in plurilingual environments (where people have multiple identifications) and who are sensitized to the language needs of our students. We view the on-going language development for our students as the shared responsibility of all teachers, parents, and students. Indeed, we, at QAIS believe all teachers are language teachers and can facilitate such development of our learners.

Furthermore, QAIS believes that all students must acquire a second language, and the opportunity to acquire further languages at QAIS provides significant experiences in international education, enabling students to understand the thinking of others, develop open-mindedness, and a more intimate understanding of other cultures. Through effective communication in another language, we see students more accepting of the diversity of cultures through language and extend this to better understand the global world in which they live, preparing them to be active participants in communities at home and around the world.

Finally, QAIS believes that language is best learned in context. Therefore, in the classroom, QAIS educators ensure that language is learned authentically, and that formal learning should be in the target language.

## 3. Objectives of Language Policy

The objective of the QAIS language policy is to draw attention to the importance of all teachers, being both subject content teachers as well as language teachers. Teachers at QAIS are in a position, and have the responsibility, to facilitate communication with learners who have a range in proficiency levels in different languages. It also seeks to demonstrate the importance the home language of learners, the host language and language of instruction are and how learners learn at least one language in addition to their mother tongue.

Our language policy and procedures are designed to provide language support and promote a stimulating learning environment for students who do not speak the language of instruction at a level adequate to participate fully in our programmes.

## 4. Definitions

We apply the term 'mother tongue' to language(s) learned first; the language(s) identified with as a 'native speaker'; the language known best; the language used most. The host culture language, in the case of QAIS, Mandarin Chinese (Putonghua), is the official language of a country.

## 5. Languages at QAIS

### English

#### Whole School

English is the language of instruction at QAIS, except for language classes and Early Childhood (EC), where Chinese-English immersion is used. This places a priority on English language learning from the onset; while at least two languages are required to study while at QAIS, English is the one required language that students do not have a choice for in any of QAIS's IB Programmes.

#### Early Years & PYP

Throughout their time in Early Childhood, students will move through a progression of literacy learning that commences with phonics, and phonological processing and introduces grammar instruction. Montessori language materials are delivered according to a scope and sequence that has been aligned with US Common Core standards.

The language in the PYP plays a vital role and is the foundation for communication.

In the PYP, language development is firmly rooted in alignment with the Common Core Standards.

The synergy of the Science of Reading (Phonemic awareness, Phonics, Vocabulary, Comprehension, Fluency) with a Balanced Literacy approach (Read Aloud, Word Study, Guided Reading, Shared Reading, Independent Reading, Writing) ensures a comprehensive foundation for language skills, where educators nurture communication and literacy proficiency. The PYP's inquiry-based curriculum seamlessly integrates Common Core principles, fostering students' listening, speaking, reading, and writing abilities.

Students are grouped according to their language and literacy level. This is determined through analysis of multiple data points including Fountas and Pinnell running records, spelling inventories, grammar fluency checks, writing assessments, and MAP data.

References including Fountas and Pinnell's levelled guided reading books, SRA, Nelson English books, the Spectrum Language Arts book series, and Teachers College Writer's Workshop hold significant importance in shaping language skills within the classroom. These resources are carefully chosen to provide a diverse and comprehensive foundation for fostering students' reading, writing and language skills.

#### MYP & DP

Students are assessed during the admissions process to determine if they have the English proficiency to meet the requirements of our programme (See *Admissions*).

All MYP and DP students are enrolled in the English class that best meets their needs. In the MYP, QAIS offers three levels:

Phase 1-2 Emergent (MYP 1 only)  
Phase 3-4 Capable (MYP 1, 2/3, 4/5)  
Language & Literature (MYP 1, 2/3, 4/5)

Variations can be made if grade groups have different needs (e.g. Phase 2-3).

In the DP, QAIS offers two levels:  
English B Language Acquisition (SL/HL)  
English A Language & Literature (SL/HL)

English teachers, with the respective IB Coordinator, work together to make the best decision for each student with regards to placement and movement up (see *Language Pathways*).

Additional literacy support is offered daily through differentiated work time (DWT). In DWT, students refine their phonics and phonological processing knowledge and are scaffolded to engage with grammar concepts including structural analysis, parts of speech, the patterns in words, and dictionary skills.

## Mandarin Chinese (Host Language)

### Whole School

All IB Programme students must study both English and Mandarin Chinese in school, unless there is a valid educational reason (such as having Chinese phased in for students who have no prior English learning) or to support mother tongue classes in the MYP and DP, such as Korean. Simplified Chinese is the script used for Chinese language studies.

### Early Years & PYP

The early years students are immersed in the Chinese language with a primary focus on vocabulary building, speaking, listening, reading and writing. Through immersive experiences, students develop not only listening and speaking skills but also acquire a wide range of words, and expressions and a foundational understanding of Chinese character strokes, characters, nurturing their language development. It also empowers students to become proficient and culturally aware global communicators.

The PYP students are grouped according to their language proficiency to create a more tailored and effective learning experience. They are grouped according to:

Native speakers  
Non-native speakers

Groups are based on the assessment test given to the students.

QAIS aims to integrate the Chinese mother tongue into the unit of inquiry as much as possible. Collaborative planning is done with the PYP teachers to ensure transdisciplinary themes are explored.

### MYP & DP

Students are assessed after the admissions process to determine the best placement for Chinese class and a decision is made in conjunction with the Chinese Teachers and respective IB Coordinator. The way in which students progress is outlined in *Language Pathways*, below.

We offer three levels of Chinese in the MYP, in increasingly levels of proficiency:

Phase 1-2 Emergent (MYP 1)  
Phase 3-4 Capable (MYP 1, 2/3, 4/5)  
Language & Literature (MYP 1, 2/3, 4/5)

Variations can be made if a grade group has different needs, such as a Phase 2-3 class.

In the DP, we offer three levels, in increasing levels of proficiency:

Chinese Ab Initio (SL only)  
Chinese B Language Acquisition (SL/HL)  
Chinese A Literature (SL/HL)

## Additional Languages

### Whole School

We seek to offer languages other than English and Chinese as and when it is financially viable.

### Early Years & PYP

Currently, there are only opportunities in the MYP and DP.

### MYP & DP

Korean Language & Literature is available to all MYP and DP students in place of Chinese.

Additionally, it is also possible for DP students to take another language online by arrangement with the school.

## Mother Tongue

### Whole School

While we encourage students to take every opportunity to communicate in English both inside and outside the classroom (not the least that is the only fully inclusive language for the whole school), students must be able to discuss in their mother-tongue with other students the concepts and ideas of the class as this supports their understanding of higher-level concepts.

We value mother tongue language as it supports identity and learning of each individual. We believe that structured studies in a mother tongue facilitate the learning of more languages, enrich our cultural knowledge, stimulate cognitive development, and enable students to retain connections to their own culture.

To this end, QAIS maintains a collection of language media and encourages parents to share resources with each other and the school through our school library. Students are encouraged to borrow books from the library on a regular basis.

To further support mother tongue in the wider community, school-wide newsletters are released in English and Chinese and translators are provided for parent workshops and conferences.

Additionally, parents and outside guests are invited in for talks in different mother tongues and our diverse community and languages are celebrated in our annual International Day.

### Early Years & PYP

### MYP & DP

In the QAIS's Middle Years Programme and Diploma Programme, languages are divided into Language A: Language & Literature or Literature class and a Language B: Language Acquisition class. In most cases, their Language A will be their mother tongue, provided it is English, Chinese, or Korean. It is also possible to take other languages online by arrangement with the school. All students are required to take at least two languages, one of which must be a Language A course. Under exceptional cases, a student may take a second Language A course in place of a Language B. If a student takes two Language A courses or English Language B as part of their MYP Certificate or Diploma, students earn a Bilingual Certificate/Diploma in the respective Programme.

## 6. Inclusion

### Whole School

Since English is used as a medium of instruction, students who show difficulty and challenges in using the English language to communicate and participate in class despite differentiated strategies shall be recommended for language intervention.

The QAIS Inclusion Policy describes how we work to provide equity of access for all including those with special educational needs or who require learning support. The inclusion policy includes information on differentiation in classes that enable access for students with differing language abilities and support needs.

Through adopting a language assessment on enrolment (MAP Screener in the Lower School and Oxford Testing in the Upper School) and having an enrolment report (appendix A), we aim to provide the best possible environment for learning to take place – one that is inclusive to the learners' needs – thus promoting equity of access.

QAIS offers a comprehensive range of English language support programs and resources, including: Jolly Phonics, Lexia, EAL curriculum, EAL library, F&P library, Spectrum Language Arts, EAL curriculum, Nelson English, Oxford reading tree, Kids A-Z, IXL, Brain POP and SRA. These resources and programs are designed to cater to the diverse needs of students and assist them in developing their English language skills effectively.

We provide targeted learning support for Chinese language proficiency based on children's skill levels, which are categorized as beginner/emergent, intermediate/capable, and advanced/language and literature. The students' language abilities are assessed three times a year to track their progress and determine their appropriate learning trajectory.

Lesson planning considers students' language profiles, and teachers follow Sheltered Instruction Observation Protocol (SIOP) to help students with limited English proficiency achieve academic success.

### **Language Assessment**

We employ a comprehensive range of language assessments to gauge students' proficiency. These assessments include a pre-assessment phase, which utilizes tools such as KWL and other tuning-in techniques to gather initial insights. We also employ diagnostic assessments, specifically MAP testing throughout all IB curricula, to provide in-depth evaluations of students' language skills. Throughout the learning process, formative assessments in the form of quizzes and visible thinking exercises are employed to monitor progress and offer timely feedback. Finally, summative assessments, taken throughout all IB curricula, but known as Unit Celebrations in PYP, serve as conclusive evaluations of students' overall language proficiency at the completion of specific units.

### **Extended learning classes**

Extended Learning is defined as the time after school between 15:20 and 16:10, aimed to provide targeted and active support in various areas. For language support, these sessions are specifically designed to enrich language skills and improve overall comprehension. Working closely with the teacher, students delve deeper into the intricacies of language development, with a focus on enhancing reading, writing, and verbal communication abilities.

### **Language learning support**

Students who do not exhibit expected growth following classroom-based literacy intervention are

referred by the literacy teacher or the homeroom teacher to the learning support coordinator. Following this they enter the QAIS Multi-Tiered Support System (MTSS) where they receive tiered intervention.

This procedure ensures that every step is taken to address the specific learning needs of these students. It includes the development of individualized plans and interventions to help them overcome language challenges and achieve academic success.

**Early Years & PYP**

**MYP & DP**

EAL (English as an Additional Language) classes are a valuable resource for students seeking language support. Students are able to access push in and pull-out support for targeted instruction to enhance English language skills, covering vocabulary, grammar, pronunciation, and communication.

Students are taught English and Chinese in classes that meet their language needs. In order to allow for multiple levels, students work with another grade level.

MYP 2 and 3 are combined  
MYP 4 and 5 are combined

This creates an inclusive learning environment that builds students' confidence and proficiency. These sessions are essential for overcoming language barriers, and ensuring students can actively engage in academic and social activities.

Students in MYP 1 are not in combined classes in order to help facilitate their targeted needs in the transition to the MYP.

Students who are in Phase 1 in the MYP receive pull-out English support from the EAL Coordinator during Humanities and/or Chinese for up to one semester depending on the individual's needs.

There is no additional support from the EAL Coordinator in MYP 4 and above as students reach a minimum of Phase 3 by this time.

## 7. Admissions

### Whole School

English is the operational and main instructional language of QAIS and admission requires an English assessment. This ensures that the students can either access the curriculum delivered in English or receive support that works towards developing meaningful access to the curriculum.

QAIS has developed a differentiated language placement protocol for each of the four programmes in the schools: Montessori, Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). QAIS has recognized a minimum entry level for students in different grades beginning in Grade 4, and, hence, has devised different procedures for language placement assessment in English and Chinese.

The results of the diagnostic tests are used to assign students to an appropriate language class, and to indicate the support and accommodations students will be provided on an individual basis. The report template on how diagnosis assessment data is employed to inform the community can be viewed in Appendix A. This report, in consultation with the student, teachers, and parents, is used to construct a student's language pathways which reflect aspirations, needs, abilities, and potential opportunities available.

### Early Years & PYP

During the Early Years and PYP admissions process, students from kindergarten to Grade 5 undergo a comprehensive assessment to ensure a holistic evaluation of their skills and abilities. This includes the NWEA MAP screener for reading and mathematics, as well as a phonics screener or an on-demand writing assessment. Additionally, classroom teachers conduct assessments for executive functioning, social and emotional development and parents meet with the lower school principal for an interview. Students must meet a minimum requirement of scoring in the low average range on the NWEA MAP assessment for admission to Grade 4 and Grade 5.

### MYP & DP

During the MYP & DP admissions process, students take the Oxford English Test as well as complete an interview with the principal. Students admitted into the MYP are expected to have the English proficiencies as indicated below:

MYP 1: A2

MYP 2: B1

MYP 3: B1

MYP 4: B2

MYP 5: B2

DP 1: C1

DP 2: Students are not admitted into the second year of the Diploma, unless they present a DP 1 transcript from another IB school that can be supported at QAIS through the hired staff and a maximum of 2 Pamoja courses, if necessary.

## 8. LANGUAGE PATHWAYS

### Placement of new students

In the MYP and DP intake team (Upper School Principal, Language Acquisition and Language and Literature Heads of Department) will consider the following for English placement:

- Language Profile: Mother tongue, number of years with English as the language of instruction, number of languages spoken and degree of fluency, language(s) spoken at home
- Oxford Placement test
- Interview with student

For non-English languages, all placements will be a result of an interview and language test with a team of subject teachers.

### Placement from PYP

A placement meeting is held in May with the following stakeholders:

- Grade 5 Classroom teachers
- MYP 1 Language Acquisition teachers
- MYP 1 Language & Literature teachers
- Learning Support Coordinator
- PYP/MYP Coordinators

Teams meet and discuss each student in Grade 5 in terms of the following data:

- Oxford results (WIDA, depending on the student)
- MAP results
- Student writing samples
- Audio/visual recordings of oral presentations
- Reference to the language learning continuum
- Language Profile

The following chart helps to guide placement based on several of the data points listed above:

<b>Oxford</b>	A1	A2	B1	B2	C1	C2
<b>MAP</b>	<5%	5-10%	10-20%	20-30%	30-50%	>50%
<b>WIDA</b>	Entering	Beginning	Developing	Expanding	Bridging	Reaching
<b>MYP</b>	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5/LL	LL
	Emergent		Capable		Proficient	LL

### Guiding Principles for MYP Language Pathways

- Students are allowed to move from one Language Acquisition phase to another within the first four weeks upon starting that course.
- Movement in Language Acquisition takes place at the end of a semester.
- The move from one phase to another is determined by a grade 6 or above and following standardization of the student work by all Language Acquisition teachers of that language.

- Movement into Language and Literature occurs at the end of the school year after the student has achieved a grade 7 in phase 4 Language Acquisition and the Language team review the student work (including work from other subjects), Oxford and MAP data and agree that the student is ready for critical literature analysis.
- Students can stay in any one phase for a maximum of two years before they are moved to the next phase.
- Movement only happens at the end of the semester or at the end of the year if moving into Language & Literature.
- All decisions are a team decision based on multiple points of data (see above).
- Probation of moving up will last 1-month in different phases of Language Acquisition and 2-months to Language and Literature.

#### **Placement from MYP**

- For continuation in the DP, we insist on completion of Phase 4 (Capable) as a minimum in English.

#### **Guiding Principles for DP Language Pathways**

- The language team and MYP/DP Coordinators hold a review of the language pathway of each student in preparation for DP study.
- All decisions are a team decision based on multiple points of data.
- Once a student has been placed into a Language & Literature and a Language Acquisition class in the DP, they must remain in that placement for the duration of the two-year course, since the coursework is continuous and cumulative. In exceptional circumstances, they may switch from HL to SL courses (and vice versa) by arrangement with the DP Coordinator.

## 9. Role of Stakeholders

Teachers	Librarian	Parents
<p>At QAIS, we believe that all teachers play a crucial role in the language development of our students. Therefore, all our teachers are considered language teachers and carry the responsibility of fostering language skills among students. Prior to their contracts, our teachers undergo pre-contract Sheltered Instruction Observation Protocol (SIOP) training. This training equips them with effective instructional strategies to support students in developing their academic language proficiency.</p> <p>To ensure continuous improvement, teachers are expected to actively engage in collaborative and reflective meetings, including the formation of professional learning communities (in the upper school). These meetings focus on discussing instructional strategies and identifying the specific needs of students, aiming to provide targeted support for further enhancing their language skills. By actively participating in these meetings, our teachers contribute to the ongoing language development of our students integrating SIOP modelling into lessons.</p>	<p>QAIS considers the building of a bank of linguistic resources essential for all students in the school. The library actively collects books and solicits donations of high-quality reading resources from the community so as to bolster mother-tongue support throughout the school and help ensure that the books in the library reflect the inclusive nature and language profiles of our school.</p> <p>The library works to identify and plan for access to resources that support the variety of student learning styles and interests, as well as language profiles of the student body, and help create project boxes and resource lists (websites, videos, magazines, books, newspaper articles etc.) for specific topics in IB programs. To achieve this, the librarians regularly and actively solicit teachers to suggest general reading material (including novels) and subject specific texts (such as for MYP units of work or PYP units of inquiry).</p>	<p>Parents are given feedback on language learning through regular reporting in all divisions of the school and through a EAL Teacher or Learning Support Coordinator, if their child receiving additional support.</p> <p>Through our school newsletter (the Monday Messenger), WeChat, and ManageBac, parents are able to follow their child(ren)'s progress as well as events and activities related to all areas of learning within the school.</p> <p>Through parent workshops, our community is able to learn more about our language requirements, curriculum, support, and resources.</p>

## 10. Policy Review Process

QAIS aims to review our language policy at the end of each academic year to ensure that it is coherent with any changes in the student and community demographics, IB documentation, accreditation (e.g. CIS, Montessori) standards, and that policy and practice are aligned. These reviews will take place in collaborative planning meetings including the following stakeholders:

- Student representatives
- Parent representatives
- Teacher representatives
- IB Programme Coordinators
- School Principals
- Head of School

It is the responsibility of the Head of School to authorize the policy, and updated policies will be disseminated to the community through various mechanisms including the school website. The most recent review process began in April 2023 and was completed in November 2023.

## 11. Policy Communication

The Language Policy will be communicated to all stakeholders at the beginning of the school year through a number of means including the school website. The school community will participate in collaborative planning sessions towards the end of each academic year on reviewing the policy and its appropriateness and effectiveness.

## 12. Policy Cross-references

- Inclusion Policy
- Assessment Policy
- Admissions Policy

## 13. IB Programme Standards and Practices Addressed (2018 edition)

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

- Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)
- Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)
- Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)
- Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

- Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities (0402-07-0100)
- Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching. (0402-07-0200)
- Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)
- Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

## Appendix A

### Admissions Placement Report



## AMERASIA ADMISSIONS REPORT

Student Name		Birthdate	
Grade		Gender	
Siblings		Enrollment	

### DATA

Oxford	
MAP Reading	
MAP Language	
MAP Maths	
IEP	

### LANGUAGE PROFILE & NEEDS

Mother Tongue	
Language 2	
Language 3	
Language 4	

### SUBJECT PLACEMENTS

Group 1	
Group 1/2	
Group 5	
Group 6	
Ensemble	

### COMMENTS

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Report prepared by

Principal

20YY.MM.DD