

EF Academy New York

Assessment Policy

Assessment Philosophy

EF Academy New York believes that assessment is an integral component of all teaching and learning. It has a positive impact on students' self-awareness as learners. Assessment provides regular feedback on the learning process for students by allowing them to demonstrate their learning through a variety of different tasks. The data obtained from assessment is used to inform teacher planning and classroom practice, to update parents on their children's learning, and to provide feedback for students on their learning progress.

When assessing student work, teachers recognize that:

- students have different cultural experiences, expectations, and needs
- students need to know their strengths and areas for development
- students should receive feedback that is positive and constructive and allows them to move forward in their learning
- students should see assessment as a feedback tool to support their learning and not merely as a judgement for what they have achieved so far

Assessment of student work should:

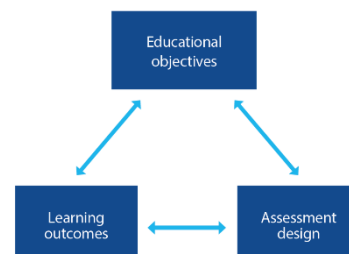
- be diagnostic, identifying strengths and areas for development
- incorporate a variety of methods both summative and formative
- incorporate peer assessment and opportunities for reflection
- be relevant and motivating to students across all disciplines
- be geared toward appraisal and development of a broad range of concepts, attitudes, knowledge, and skills as stipulated by the IB assessment criteria
- be criterion-referenced, a reliable measure of skills, and fair (unbiased)
- be an ongoing process that develops the student as an independent, internationally-minded, and reflective learner
- allow students to set targets and monitor their progress
- inform teaching and learning throughout the program

This model indicates the planning and assessment cycle.

(Assessment Principles and Practice: Quality

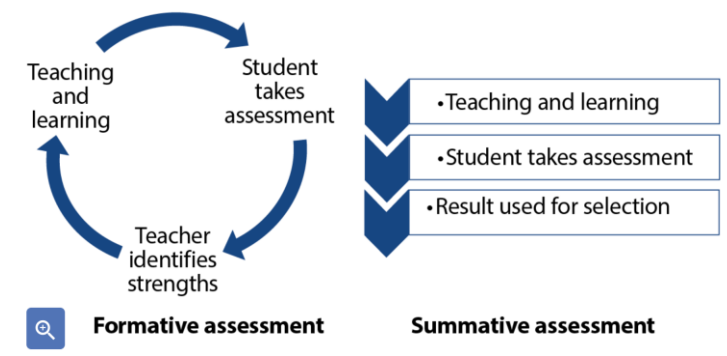
Assessments in a Digital Age,

International Baccalaureate, 2019.)



Assessment Modalities

- *Formative assessments* are used to provide both teachers and students feedback/data on their progress towards curricular aims and guide them to higher achievement.
- *Summative assessments* measure what the students have learned or skills they have developed; competency in a culminating task is generally required prior to moving on to the next concept.
- *Formative v. summative*: Formative assessment is ongoing and used to indicate progress while summative generally occurs near the conclusion of a unit of study.



(Assessment Principles and Practice: Quality Assessments in a Digital Age, International Baccalaureate, 2019.)

- a minimum of 5 summative assessments per term are required
- no more than 10 summative assessments are strongly recommended per term
- formative work does not factor into a student's final grade (deselect "count in traditional final grade" in PowerSchool gradebook)

IB Diploma Program Assessment

IB Diploma Assessment at EF Academy follows the assessment requirements for the Diploma Program. The HL and SL subjects are graded on a scale of 1-7, and TOK and the Extended Essays are graded on a scale of A-E. At the end of the two-year program, students are assessed both internally (conceived and graded in the school but moderated externally by the IB) and externally (end of course summative examinations) in ways that measure individual performance against stated criteria for each subject. Parents and students understand the nature of criterion referenced assessments, as that is explained in all courses.

The aim of the Diploma Program assessment is to support curricular goals and encourage appropriate student learning. IB internal and external assessments value the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period. Diploma assessment examines student understanding at the end of the course. Students

must be able to apply knowledge to new questions and contexts, drawing on the foundation of formative assessment structures and practices that have taken place in our classrooms.

IB Internal Assessments

Subject teachers are fully aware of the IB requirements and marking criteria of coursework and internal assessments. This information is available in the IB Subject guides on the IBO Program Resource Center. Teachers share all the key information with students before embarking on the piece of work and suitable deadlines are set.

For IB students, tasks are set in accordance with the IB Assessment calendar to ensure that students are able to organize their time effectively across the whole program.

IB External Assessments

Teachers are responsible for developing assessments both independently and with their departments. These assessments are driven by course standards and learning objectives. EF Academy purchases prior year exam packs that are used by teachers to develop exams, mocks, and other graded assignments. EF Academy also pursues Enquiry upon Results (EURs) to gather more data for teachers to learn from the external assessment procedures each year.

Conversion Table

The below table outlines how grades equate between grading systems.

Descriptor	Percentage	US Rating	IB Equivalent
Proficient at all standards	97 – 100	A+	7
	93 – 96	A	
Proficient at most standards	90 – 92	A-	6
	87 – 89	B+	
Proficient at some standards	83 – 86	B	5
	80 – 82	B-	
Meeting most standards	77 – 79	C+	4
	73 – 76	C	
Meeting some standards	70 – 72	C-	3
	67 – 69	D+	

Meeting minimum standards	63 – 66	D	2
	60 – 62	D-	
Not meeting standards	50 - 59	F	1

Providing students with feedback

Teachers are mindful when giving written and verbal feedback that many EF Academy students are not native English speakers and do their utmost to ensure that the feedback provided is linguistically accessible and appropriate for all students. Subject teachers are responsible for providing precise instructions and explicit tutelage on assessment criteria when setting assignments (**i.e. providing a rubric with each assignment**). Subject teachers provide guidance when needed, and timely feedback to allow students to progress in their learning. Subject teachers ensure that feedback on assignments is given in a variety of ways across the course of a term. Feedback differs from simply awarding a grade and can take the form of narrative comments, video feedback, and/or one-on-one discussions.

Inclusive Assessments

*Please refer to EF Academy New York's Inclusive Arrangements Policy for more details.

EF Academy Assignment Policy

Rationale

Assignments enhance student learning, improve achievement, and develop students' approaches towards learning (ATLs) and, as such, are an integral part of the curriculum.

Purpose

Authentic Practice

Assignments should have clear objectives, grounded in authentic practice, to ensure students develop the skills they will need in the 21st century.

Learner Engagement

Assignments should encourage students to create personal meaning while learning.

Life-long Learners

Assignments should encourage students to take responsibility for their own learning and progressively develop the skills, attitudes, stamina, and confidence necessary to study effectively throughout their lives.

Perseverance and Reflection

Assignments should be designed to challenge students to continuously improve and reflect on their own learning to build perseverance and long-term growth.

Recording, monitoring and reporting assessment data

For the 2020-21 school year, please refer to the [Assessment Policy Addendum](#) for late and missing work.

Reporting in the Diploma Program aims to provide students with a realistic assessment of their performance level and assist them in identifying their strengths and areas in need of improvement prior to the final formal IB assessment.

Subject teachers keep up-to-date records of assignments, feedback, and grades in our online learning management systems. According to the International Baccalaureate's definition of Best Fit, if a subject teacher wishes to use professional judgement to override a calculated term grade, that change must be approved by the Head of Department and the grade-level Dean.

Students are expected to complete all assignments on time, seek appropriate feedback, and reflect on their growth. Students are also expected to advocate for themselves when they require additional resources or assistance to support their learning.

Moderating and standardizing assessment of student work

The internal assessment standardization of student work aims to support teachers in the development of a common understanding of IB assessment criteria and how they are applied in the context of a specific task to ensure assessment validity. The accuracy of assessment amongst teachers is increased through this process.

This collaborative opportunity allows for both formative and summative assessment pieces to be frequently standardized/moderated against specific IB objectives, promoting a greater level of assessment consistency.

- Standardization of student work: Common formative and summative assessments, along with common rubrics, are used to standardize student work and assessment. Frequency of these assessments is determined by department professional learning communities.
- If two or more teachers in the Diploma Program are involved in teaching the same DP course, these teachers work collaboratively to standardize assessment procedures and tasks. Similar schemes of work for formal IB assessment are developed as formal IB internal assessments are collected by class (not by teacher) and are sent for moderation as school samples and not class samples

Assessment Policy review and implementation

The EF Academy New York Leadership Team is responsible for coordinating the implementation and evaluation of the effectiveness of the Assessment Policy. A formal review of the policy will take place at the end of each academic year. The policy will be communicated to students and parents in handbooks published annually. EF Academy handbooks will also be made available through PowerSchool. This portal allows students and parents to monitor assessment marks and summative reports in real-time.

Updated: August 2020

Approved by: EF Academy Leadership Team

Sources: Guidelines for developing a school assessment policy in the Diploma Programme
The Diploma Programme from principles into practice
International Baccalaureate Approaches to teaching and learning
Assessment Principles and Practice: *Quality Assessments in a Digital Age*,
International Baccalaureate, 2019.
International School of Amsterdam Assessment Policy
Windhoek International School Assessment Policy

Academic Honesty Policy

EF Academy New York

Purpose

The purpose of this document is to align the needs of the students of EF Academy New York with the policies of the International Baccalaureate.

Academic honesty is central to the integrity of the International Baccalaureate (IB) Diploma Program and student assessment at EF Academy. The school strongly believes that academic integrity is the core of learning, and our goal is for students to learn and practice ethical behaviors.

Based on the belief of the IB, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Preserving academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

*Source: Academic Honesty in the IB Diploma Program

Guiding principles

Through an understanding of the IB Learner Profile traits our students are encouraged to be principled in their actions and to be good communicators by acknowledging the role of sources in producing their work.

Aims

This policy document aims to do the following:

1. Define what is meant by academic honesty
2. Explain what is meant by academic dishonesty
3. Outline the EF Academy –New York approach to the prevention of academic dishonesty
4. Describe relevant roles and responsibilities
5. Describe how EF Academy – New York will investigate issues of malpractice
6. Describe the response by EF Academy – New York and the International Baccalaureate if a student is found guilty of malpractice

What is academic honesty?

Academic honesty is the true representation of one's knowledge and understanding. It is important that students not only accurately share the information they find, but also where they found it and how it supports their conclusions. In order to share information in an academically honest way, students have to express it entirely in their own words, with footnotes and full bibliographic details.

What is academic dishonesty?

Intentional academic dishonesty is malpractice whereby a student seeks to gain unfair advantage when submitting work for assessment. The International Baccalaureate highlights four main areas of malpractice:

1. **Plagiarism** occurs when a student presents the ideas and work of another person as that of his or her own. Plagiarism may involve copying someone else's work (including, but not limited to images, writing video, music, or ideas), failing to acknowledge sources and/or claiming to have used sources that were not used.
2. **Collusion**¹ occurs when the final piece of work produced by a student is not his or her own, because it has been completed with the assistance of another person e.g. a friend, a tutor, etc. Collusion can also involve a student giving his or her work to other students as their own.
3. **Duplication** occurs when a student presents the same or very similar work for assessment in separate components of the IGCSE or DP, e.g., using the same ideas for both an Internal Assessment and the Extended Essay.
4. Other academically dishonest behavior is that which allows a student an **unfair advantage** during an assessment task. The examples listed below are not exhaustive list, but typify other forms of malpractice that breach EF Academy New York and/or IB regulations:
 - Making up data for an assignment, for example Science investigations
 - Falsifying CAS records
 - Taking any unauthorized material into the examination room
 - Copying the work of another candidate during an examination
 - Failing to comply with the instructions of the proctor or other member of the school's

¹ Note that collusion differs from collaboration. On some projects students may be asked to collaborate (work with one another), e.g., when gathering data. However, in most cases, the final submission must be one's own.

staff responsible for the conduct of an examination

- Impersonating another candidate
- Stealing examination or test papers
- Using an unauthorized calculator during an examination²
- Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only during examinations

Approach to the prevention of academic dishonesty at EF Academy New York

The most common form of malpractice is plagiarism and, therefore EF Academy New York makes every effort to ensure that students acknowledge the sources of information they have used. Our goal at EF Academy New York is for students to be completely familiar with the Modern Language Association (MLA) referencing conventions by the time they are in Grade 10. By achieving this goal, EF Academy New York students will be able to use the MLA when they commence the Diploma Program studies.

At EF Academy New York we teach students the importance of acknowledging sources in grade-appropriate stages:

Grades 9 and 10	Students will produce complete bibliography and in-text citations according to the MLA format. Leeway will be given for punctuation and word order.
Grades 11 and 12 (HSD*/ DP)	Students will accurately use the MLA style of referencing.

*HSD – High School Diploma

Roles and responsibilities with respect to academic honesty

Student responsibilities

All students from Grade 9 to Grade 12 at EF Academy New York are responsible for:

1. Ensuring that the work they submit is their own
2. Acknowledging sources of information correctly
3. Keeping a research diary that shows how all information has been located and collected

² Please refer to IB Diploma document, “Conditions of use of GDCs in examinations”

4. Reviewing their work prior to submission to check that **all** sources of information are acknowledged

DP students at EF Academy New York are responsible for:

1. Where required, submitting their work through school approved plagiarism-checking software
2. Meeting interim and final deadlines for a piece of work to allow the teacher to make checks of authentic authorship
3. Signing IB cover sheets attesting that the work being submitted is original
4. Providing evidence, if requested, that their work is original

Teacher responsibilities

EF Academy New York teachers are responsible for:

1. Maintaining clear and consistent standards, requiring fully paraphrased work, in-text citations, and complete bibliographies according to grade-level standards
2. Clearly explaining that academic honesty is an essential component of learning and understanding
3. Helping students take notes properly in order to support proper documentation and prevent plagiarism
4. Particularly with respect to IB Assessments (e.g. Internal Assessment, Extended Essay) checking student work for authenticity prior to final submission
5. Notifying the relevant Academic Dean and the IB Coordinator when malpractice is suspected
6. Giving the student one more opportunity to re-submit plagiarized work by an appropriate deadline³
7. Serving on the Academic Honesty Review Panel, when asked

Program Coordinator responsibilities

EF Academy New York IB Program Coordinator is responsible for:

1. Making students, teachers and parents aware of the EF Academy New York Academic Honesty Policy and consequences for students if found guilty of malpractice

³ Determined by the teacher or, in cases of externally assessed work, the IB Coordinator.

2. Providing students with the IB ‘Conduct of Examinations’ (Grades 11 to 12)
3. Supporting teachers and Deans with the investigation of suspected cases of malpractice

Academic Dean responsibilities

EF Academy New York Academic Deans are responsible for:

1. Meeting with students who are suspected of malpractice and determining the most appropriate restorative and/or punitive response
2. Provide training and guidance to faculty in determining cases of malpractice and use of our automated originality-checking software.
3. Determining the need for and assembling an Academic Honesty Review Panel, to review cases of suspected academic honesty

Librarian/Support responsibilities

EF Academy New York Librarians are responsible for:

1. Working with teachers to develop research activities that discourage plagiarism
2. Working with students to explain and reinforce proper note taking techniques
3. Aiding any investigation where plagiarism is suspected

Investigating Malpractice⁴

The following steps will be taken in investigating suspected cases of malpractice for Internal Assessments:

1. The class teacher and the Academic Dean tell the candidate that there are concerns about the authorship of his/her work and it is reported to the IB Coordinator.
2. If the candidate agrees that the work is not his/her own, if time allows, and if the candidate has not signed off the cover sheet, then the work can be re-done. The timing of this is to be negotiated between teacher and student. The student’s parents will be informed of the incident
3. If the candidate continues to insist that the work is his/her own, the subject teacher should be asked to provide a statement explaining why he/she believes that this *is not* the case
4. The candidate, his/her pathway manager, the subject teacher, the dean, and the

⁴ These are internal EF Academy New York procedures. There are formal external procedures for IB Diploma students – these are summarized in the appendix

coordinator should hold a meeting to discuss the situation fully. A record of the meeting will be kept

5. The candidate will be asked to produce his or her research diary showing where the information was found and how it was properly restated
6. The subject teacher will make the final decision on whether or not malpractice has occurred with guidance from the Dean and DP coordinator
7. With work sent externally for moderation or grading, if time does not allow for full investigation and the cover sheet has been already signed off by the teacher, the candidate and his/her pathway manager will be informed of the situation. The candidate will be asked to provide evidence that the work is his/her own – corrected drafts, work of a similar style or standard completed earlier in the subject, or a brief test on the candidate's knowledge of the work – and the subject. The DP coordinator must report the case to the coordinator help desk and provide evidence that substantiates the allegation of malpractice

Consequences of Malpractice⁵

EF Academy New York has the right to apply other consequences when dealing with malpractice internally including internal exams, tests, coursework (internal assessments) and homework. Such sanctions are listed below:

First Offense: The student will be required to re-do the work in accordance with EF Academy New York's academic policy. The Dean will record the incident in the student's file.

Second Offense: The student will be required to meet with the Academic Dean for direct intervention and implementation of restorative measures. The student will be required to complete the assignment and submit it within a reasonable time. The Dean will record the incident in the student's file and the Pathway Manager will report the incident to the student's guardians.

Third Offense: If a student is found guilty of a third breach of academic honesty, he/she will receive no grade for the relevant course. The offense will also be noted in a teacher comment on the report card. The student will receive disciplinary consequences including an external suspension. This third malpractice offense will be noted in school records and reported to the student's guardians.

⁵ For details on sanctions that may be applied

Appendix – Summary of DP mandated procedures

The following steps will be taken in investigating suspected cases of malpractice for IB Diploma Examinations. Investigations take place when *either*:

An examiner suspects malpractice and provides evidence to justify his or her suspicion, *in which case* the DP coordinator informs the IB that malpractice may have taken place during an examination

Or

A member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion

An investigation of malpractice detected by an examiner outside the school will take the following course:

1. The IB will inform the DP coordinator that a candidate is being investigated for suspected malpractice
2. The DP coordinator *will* immediately inform the Head of the School that a candidate is being investigated
3. The investigation *will* take place immediately, although it can be delayed until after the last written examination taken by the candidate
4. The Head of School *will* inform the parents of the candidate
5. The candidate *will* be shown the evidence and be invited to present an explanation or defense
6. The candidate *will* be given a copy of the Regulations and his/her attention drawn to the articles that concern malpractice
7. The candidate *will* be given sufficient time to prepare a response to the allegation
8. The IBO *will* be provided with statements from the candidate, the subject teacher or extended essay supervisor, and the DP coordinator
9. With a relative or friend in attendance, the candidate *will* be interviewed. A summary of this interview or, with the candidate's permission, the transcript will be provided to the IBO
10. The planning and conduct of the investigation *will* be left to the discretion of the DP Coordinator, but the candidate's personal rights will be protected
11. The candidate and his/her parents *have the right* to see evidence, statements, reports and correspondence related to the case, although the identity of any informant will be withheld

An investigation of malpractice that takes place during an IB Diploma exam at school will follow the following procedure:

1. The candidate *will* be allowed to complete the exam with as little disruption as possible
2. The invigilator *will* immediately inform the DP coordinator of his/her suspicions
3. The DP Coordinator *will* begin an investigation immediately after the exam has ended. This will include interviewing the candidate, and taking written statements from everyone involved, including the candidate and the invigilator
4. The DP coordinator *will* inform the Head of School and the Deputy Head of School as soon as possible
5. The candidate's parents/guardians *will* be contacted immediately if the candidate is under 18, and with the candidate's agreement if she/he is over 18
6. Any written statements pertaining to the suspected malpractice *will* be submitted to the relevant authority of the IBO and shared with the candidate and his/her parents
7. The candidate *will* be allowed to complete all other exams in that Diploma session
8. The IB will make the final decision as to whether or not there should be consequences

Consequences of Malpractice for IB Diploma students, as outlined by the IB:

- If the amount of plagiarism is minimal, for example sources have been cited in the bibliography but the candidate has not used some means of indicating a quotation, this is referred to as 'Academic Infringement'. Zero marks will be awarded for the assessment component where the malpractice has occurred. However, the candidate may still be awarded a grade for the subject based on other assessment components
- If a candidate is found to be guilty of malpractice, then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session has passed. The CAS record will need to be correctly completed
- Misconduct during an examination will result in no grade being awarded
- If the case of malpractice is considered very serious either because of what it entails or the candidate has already been found guilty of previous malpractice, the candidate may be refused the right to re-register for IB examinations in any future session
- If a student / former student is found guilty of malpractice at any time after the IB Diploma

is awarded, the IB Diploma may be withdrawn

- Within three months of the original decision, an appeal may be made to the Academic Honesty Review Panel in light of new factual evidence

Inclusive Arrangements Policy

EF Academy New York

Purpose

The purpose of this document is to:

- Communicate to all stakeholders in our community the expectations for creating and maintaining an inclusive educational environment for all learners, a requirement for IBO
- Provide clear guidelines
- Establish roles & responsibilities
- Outline various accommodations and support opportunities available

EF Academy currently has a Head of Learning Support to work with our students and staff to ensure that students are accessing the curriculum with the support that they need. If a student needs to receive a Psychoeducational Evaluation, these will be outsourced and arranged.

About EF Academy New York

EF Academy New York is an international boarding school located in Thornwood, New York in Westchester County. We educate a diverse student population, with 95% of the student body consisting of international students. Over 70 different countries are represented among our student body, and for most, English is not their native language. Our mission mirrors that of the IBO, in that we aim to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Program philosophy

EF has recently created a Learning Support department to help support our students with documented Learning Disabilities. The goal is to help students create access points to the curriculum, using specific targeted strategies based on each student's unique learning profile. The Learning Support department is committed to giving each learner the skills and strategies to ultimately use independently. The Head of Learning Support will work with teachers and staff to help support all of our students with documented learning disabilities to access the IB curriculum.

Roles

The Head of Learning Support will work with teachers, staff, and Administration to create tools to best support the students. If there are students identified that may need to be evaluated, the

Head of Learning Support will work with teachers, parents, and administration to plan to receive an evaluation. The Head of Learning Support will collect data that has been collected from teachers in order to have concrete evidence to give to the evaluators. Information will be kept strictly confidential and will be shared only with those who need to know the information. The Head of Learning Support will communicate with the Deputy Head of School for Academics to ensure that he is within the line of communication. Every three years evaluations should be re-done in order to be kept up to date; therefore, the Head of Learning Support will work with the family to arrange this step.

Legal

In the United States, children are expected to be in school until at least the age of 16 unless there are extenuating circumstances. Public Schools in the U.S. do follow laws such as IDEA (Individuals with Disabilities Education Act); however, as EF Academy is an International School, we do not have to follow these laws. EF Academy is nonetheless committed to helping all children succeed.

Support for students with documented learning disabilities

EF Academy and the IB believe that all candidates must be allowed accommodations if they have a documented learning disability in order to ensure that they are given an equal opportunity to succeed. If a student does not have documentation from a psychologist or health professional, EF cannot diagnose or support students without medical documentation.

Where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of accommodations may be authorized based on what their evaluation says. Candidates eligible for alternative testing arrangements are those with Documented learning disabilities such as:

- Documented communication and speech difficulties
- Autism Spectrum Disorders
- Social, emotional, and behavior challenges
- Medical or mental health issues
- Hearing-impaired

Accommodations

For major tests, IB external and internal examinations, under certain conditions, special accommodations are allowed. When granted, these may include:

- Extension of deadlines for major assignments
- Additional time based on what is in their evaluation (most frequently it's time and a half)
- Movement breaks
- Scribe
- Readers
- Alternate testing environment
- Use of Assistive Technology

Differentiation

Differentiation of instruction is one strategy for teaching students with learning disabilities. This is also a method of teaching that is helpful for all students, whether they have a documented LD or not as it addresses all learning styles.

Individual Learning Plan (ILP)

For students who enter EF Academy already holding an IEP/504 and or a Psychoeducational evaluation, EF Academy will follow each recommendation of the Evaluation with the resources available. We value the time and efforts put into each evaluation and want our students to have all the support possible to ensure positive learning outcomes. Once we receive an evaluation, the Head of Learning Support will create an Individualized Learning Plan that will be for internal use only and includes students' individual accommodations, goals, strengths, and challenges. These will be helpful for teachers to be able to constantly review.

In some cases where an evaluation is not on file but there are documented concerns/information from teachers and staff, the Head of Learning Support can discuss with parents the opportunity to get a Psychoeducational evaluation.

General learning difficulties

Students experience difficulties in the acquisition of basic skills, knowledge, and conceptual development. These students are generally at the low end of the developmental range for their age.

Specific learning difficulties	Students have difficulties with basic reading, writing, and/or number skills. There is often a marked difference between their performances orally and on paper. Often a specific diagnosis has been provided by a psychologist/specialist/medical doctor (e.g. disorder in reading, dyspraxia, a disorder in math, etc.)
Executive functioning difficulties	Students may struggle with organizational systems, time management skills, as well as study skills.
Attention deficits	Attention deficits may include hyperactivity, inability to focus
Social / emotional / behavioral difficulties	Students exhibit behaviors that make it challenging to function effectively in school. Interventions/structures will be helpful for students with behavioral challenges.
Motor skills	Students have difficulties with either fine and/or gross motor skills. Such challenges can affect one's ability to fully access the curriculum.
Physical disabilities	Students may require differentiation of the environment in order to allow adequate access to the curriculum. Students may have temporary physical disabilities as a result of hospitalization or injury.
Visual difficulties	There are a variety of levels of visual impairments that can have an impact on a student's ability to fully access the curriculum.
Hearing difficulties	There are many levels of hearing loss that can affect a students' ability to access the curriculum fully.

COVID 19

Despite the limitations of the pandemic and many students still in their home country, students will receive the support that they may need regardless of where they may be. The Head of Learning Support will work with students both via Zoom and in-person to best support our students with documented Learning Disabilities at EF Academy. She will also work with teachers and families via phone, in-person, and via Zoom.

Policy review and implementation

The EF Academy Leadership Team is responsible for coordinating the implementation and evaluation of the effectiveness of the Learning Support Policy. A formal review of the policy will take place at the end of each academic year. The policy will be communicated to students and parents in handbooks published annually. EF Academy New York handbooks will also be made available through PowerSchool. We acknowledge that the International Baccalaureate defines these practices as Inclusive Arrangements; however, we felt the connotations of “inclusive” did not adequately reflect our philosophy.

Updated: August 2020

Approved by: Senior Academic Leadership Team, EFANY

Sources: IBO (2018a). [Access and Inclusion Policy](#). Cardiff: Peterson House.

IBO (2015). [Approaches to Teaching and Learning in the Diploma Programme: Teaching differentiated to meet the needs of all learners](#). Cardiff: Peterson House.

IBO (2016). [Learning Diversity and Inclusion in IB Programmes](#), updated 2018. Cardiff: Peterson House.

International School of Amsterdam Inclusion Policy

EF Academy New York Language Policy 2020-2021

Table of Contents

Table of Contents	1
Philosophy	2
Collaborative Planning	3
Teaching & Learning	4
EAL Program	6
Assessment	10
2020-2021 Demographic Breakdown Addendum	11

Philosophy

First language also referred to as “mother tongue” by the IB, “denotes the language learned first; the language identified with as a ‘native’ speaker; the language known best; the language used most.” (Learning in a language other than mother tongue in the IB Programmes).

First language is intrinsic in the development of a child’s personal, social and cultural identity. Furthermore, it assists in the development of their critical thinking and literacy skills. Such skills become the foundation when students transfer to an additional language. EF Academy, recognizes the importance of fostering students’ first language, and offers students the opportunity to study IB Literature A through in their first language.

EF Academy shares the IB values of language learning, and promoting and fostering intercultural mindedness. “The overarching aim of these courses is to provide students with the opportunity to acquire or develop an additional language (or languages) and to promote an understanding of other cultures through the study of language.” (Guidance for studies in language and literature and language acquisition courses). EF Academy empowers students to embrace learning an additional language or further developing proficiency in an additional language and encourages them to use it as a tool that aids in building new relationships and experiences.

Considering that English is the language of instruction at our school and the local language, students are completely immersed in English to enhance both academic registers and social language skills (i.e. BICS and CALP). Students forge networks within the US providing them opportunities for internships and jobs in hopes of remaining in the US for university and potentially their careers. A wonderful advantage for scholars is the friendships they forge for life, English being their common mode of communication.

One of the biggest advantages of our school location is our proximity to NYC. Each year all students have the opportunity to immerse themselves in New York culture and learn about Art, History, Science, Geography, and have the opportunity to attend world famous institutes of art and performance. EF Educators are both US Nationals and Expats providing a blend of perspectives about American culture and history to our scholars, engaging them in inquiry-based discussions to arrive at their own conclusions. More specifically, these opportunities occur in field trips, enrichment activities, through CAS experiences and projects, TOK, and our Advisory program. Through intentional collaborative curriculum planning, educators expose students to a variety of genres and authors representing the regional language and culture of our host country. Residential leaders plan enrichment opportunities on campus to immerse students in traditional American festivities such as: cultural holidays and special meals.

Language Profile

EF Academy's linguistic profile is multilingual, complex, and diverse. EF Academy New York accepts students from varied linguistic backgrounds. With a student body comprising more than 50 nationalities. Students at EF Academy speak 31 different mother tongue languages. English is the language of instruction at EF Academy in which most if not all communication and access to the curriculum occurs. 52% of students at EF Academy are assigned to EAL and English B. Many students at EF Academy are multilingual and live in multilingual households. Given the complexity of EF Academy's linguistic profile, we acknowledge the importance of supporting and developing the instruction of English at EF Academy. The support and development of English within the school is paramount to ensure, as much as possible, fair inclusion and equity of access for all our students to programs offered at EF Academy New York. English language learning is understood to be the responsibility of all teachers at EF Academy.

Collaborative Planning

At the IB Diploma Program level, 11th and 12th grade, teachers also take the online and face-to-face training offered through The International Baccalaureate Organization, in addition to roundtables hosted at EF Academy. Both new and current teaching staff are not only able to improve their teaching strategies and techniques, but they also have a greater opportunity to share their collaborative learning experiences, to network and share best practices and teaching ideas, to exchange ideas on engaging students, and to discuss classroom management practices; they have valuable personal interactions with colleagues from all over the world. The teachers at EF Academy are encouraged to attend category 1, 2, and 3 face-to-face or online workshops that run throughout the year by registering on the IBO website.

These professional development opportunities are important not only because they enable the teachers to acquire the background knowledge, skills, and attitudes needed to effectively teach students who speak English at an advanced level, but they also cover effective strategies that enable experienced and novice teachers to teach ELLs (English Language Learners).

Further, our school's Department Heads also schedule cyclical departmental meetings to go over elements that make EF Academy everyone's school. These cyclical meetings also reinforce the essential elements that make great IGCSE and IB teachers. They highlight effective instructional models, assessment strategies, approaches and teaching practices used in teaching all language skills, teaching large and small groups of learners from a range of backgrounds, abilities and ages, and recognize the psychosocial problems involved in second language acquisition and development. This supports our educators to implement a variety of

successful instructional approaches and strategies that motivate all students to learn and feel welcomed in an environment where diversity is respected and valued.

Collaborative planning at EF Academy includes, but is not limited to:

- The faculty meeting calendar provides regular planning time for teachers to collaborate.
- Teachers hosted and collaborated on GIBS roundtables in Fall of 2020.
- Teachers collaboratively plan units in ManageBac
- Academic deans regularly observe classes and have reflection discussions with teachers.
- Teachers need to observe each other or work together on an action research project as part of their appraisal process
- Teachers had PD where they collaborated on unit planning and assessments using UBD principles.

Teaching & Learning

IB Group 1 – Studies in Language and Literature courses

EF Academy embraces the cultural diversity in our student body. We see the multilingual student's complex language range as a resource rather than a deficit. Language teachers at EF Academy aim to leverage the language practices of our multilingual students and community. We take a translinguaging stance in our classrooms, allowing students to deploy their full linguistic abilities, and not just the particular language(s) that are officially used for instructional purposes at EF Academy. In doing so, students develop their metacognitive linguistic awareness of the ever-shifting contours of language and literacy. To support the continual development of first-language and literacy, we offer literature courses in nine languages, including English. These courses are taught by educators that have a native level of fluency in the languages listed below. Our current Group 1 offerings are:

English - Literature HL, Language and Literature HL

Chinese - Literature SL/HL

Portuguese - Literature SL/HL

German - Literature SL/HL

Russian - Literature SL/HL

Italian - Literature SL/HL

Spanish - Literature SL/HL

Korean- Literature SL/HL

Vietnamese - Literature SL/HL

For those students whose first language is not listed above, we provide them with the option to take Self-Taught Literature A at the Standard Level. Thereby, these students continue to

study in their first language under the guidance of a literature teacher. A student may choose to take a Group 1 English course at the Higher Level if the student demonstrates a very high performing level in written, spoken and read English skills.

IB Group 2 – Language Acquisition courses

EF Academy also encourages students to either acquire a new language at the Standard Level or to continue to refine their language and critical thinking skills in a Language B Standard or Higher Level course. EF Academy knows that learning an additional language also helps our students improve their communication skills and intercultural understanding. Therefore, we offer seven different courses to meet the interest and proficiency level of our students. Our current Group 2 offerings are:

French Ab Initio SL
German Ab Initio SL
Mandarin Ab Initio SL
Spanish Ab Initio SL

English Language B SL/HL
French Language B SL/HL
Spanish Language B SL/HL

Differentiation in Teaching and Learning

At EF Academy, we recognize that every learner is unique, has different interests, preferences and needs. Student applicants are placed in courses based on their score in the Common European Framework of Reference for Languages (CEFR). We use IBO's published guides for placing these students in the appropriate language level courses.

At EF Academy, we use multiple strategies and resources, including technological tools, to attain students' attention and keep them engaged as they learn and demonstrate their learning. Examples of strategies used in the classrooms are the flipped classroom model, incorporating multiple intelligences in our lessons and providing student-choice in learning activities and assessments. Technological tools such as Quizlet, Kahoot!, and Edpuzzle provide students the opportunity to take ownership of their learning and self-assessment. Other examples of resources that assist students in their learning are visuals, modeling, graphic organizers, and mnemonics. Students who struggle with the rigorous demands of the linguistic register of their assessments are supported by the Learning Lab and in-class one-on-one attention.

This year, we have been using the SIOP model to guide specific teachers in their lesson planning and delivery to address the needs of our EAL learners in the subject classrooms. SIOP trained teachers have been working directly with select teachers this year in high-needs

classes. Our vision is to expand this intervention through targeted PDs and expanded direct instruction. Over the next five years we will increasingly train more of our teachers who can then, in turn, train others so that the whole school is using the SLOP model to support our students in their language learning.

Through this intervention we aim to improve student learning by clarifying the language objectives as well as content objectives for each lesson. This requires teachers to plan for specific curricular aligned outcomes as well as language outcomes for each lesson. Teachers use the UBD model to plan their units and the SLOP method ensures that language objectives permeate the planning process from units all the way to daily lessons. Beyond the planning process, teachers using the SLOP method will design lessons that are differentiated for all language levels in their classrooms.

IB Groups 3-6

At EF Academy our students come from all over the globe and have different language abilities. Teachers have to both: differentiate for these varying language levels and also use strategies to teach subject-specific vocabulary. These strategies include but are not limited to:

1. Self-paced and flipped learning in the classroom
2. Language scaffolding, graphic organizers, and visual displays are utilized
3. Inclusion of language and learning objectives in daily lessons
4. Immersion into subject-specific language
5. Writing samples and models
6. Texts and supplementary readings have embedded language supports
7. Explicit instruction of key vocabulary

EAL Program

Overview

EF Academy strives to create an inclusive environment for all English Language Learners (ELLs) through which they simultaneously develop and strengthen their language and academic ability. We offer 5 EAL skills-based courses adapted to English proficiency levels as well as guided reading and writing courses to prepare our students for future academic writing and literature courses. We offer extra support for our lower proficiency ELLs through our EAL Resource Room and provide push-in support into selected mainstream classrooms. Through our conceptual and inquiry-based pedagogy, we provide real-world scenarios where our students use their critical thinking skills and cultural awareness to become globally-minded, competent communicators.

Curriculum

Courses:

English as an additional language – (Levels I, II, III & Resource): GRADE 9 / 10

CEFR Levels:

CEFR of A2 will take EAL I

CEFR of B1 will take EAL II.

CEFR of B2 will take EAL III.

Course description:

The main focus of our EAL courses is to develop English language skills through reading, writing, speaking, listening, viewing and presenting. Students will develop an awareness of grammatical structures used in informal and formal communication and will build academic vocabulary to prepare them for other disciplinary courses. Students will learn how to conduct a research project, write academic essays, and give formal presentations. Throughout the course, students will gain awareness of how language helps them to become better critical thinkers and globally-minded citizens. Each level will build upon the previous level as students continue to gain proficiency in English.

Guided reading & writing I & II:

EAL I students - enrolled in GR&W I.

EAL II&III students - enrolled in GR&W II.

Course description:

The main focus of this course is to explore theme-based topics and concepts through a variety of print and media sources including literary and non-literary texts. Students will develop their reading skills beyond simple comprehension, learning to carefully analyze and evaluate texts. They will build upon vocabulary as they read across different genres and styles. Students will write for diverse audiences and purposes developing their organizational skills, word choice, voice, and fluency while continuing to foster the use of proper English language conventions. The overall goal of the course is to foster a love of reading and writing.

English as an additional language: Grades 11 & 12

CEFR Levels:

CEFR of B1 (41 on the EFSET) needed for EAL 11

CEFR of a high B1 (46 on the EFSET) needed for EAL12

Course description:

The main focus of EAL 11 & 12 is to improve students' language skills for academic, social, and professional purposes. Language skills will be developed through the study and use of a range of texts as well as research-based reading, writing, listening, and speaking activities. Such material will extend from oral exchanges to literary texts. Students will read a variety of text types as well, including expository and narrative texts, and use these models to create their own compositions. The material will be chosen to enable students to develop mastery of all integrated English language skills.

EAL Resource Room:

This course is designed to support our EAL students in their core courses such as math, science, and humanities. As we aim to provide the most inclusive environment for all students, we understand that as students continue to acquire English, they may still need extra support along the way. In the EAL Resource Room, students will work individually, in small groups, and one on one with an EAL Specialist on coursework from their core classes. Emphasis is placed on building academic vocabulary and writing support. EAL Specialists work with content teachers to ensure the students are getting the pre-teaching and re-teaching they need to have equal access to the curriculum.

EAL Specialist support:

EAL Specialists work with mainstream classroom teachers to provide in-class support for our EAL students. Teachers collaborate to find the best strategies to help reinforce course content with language support. Push-in, resource, and classroom teachers work closely together to monitor English Language Learners' progress and ensure they are getting the necessary support to achieve success in the mainstream classroom environment.

AIMS for all EAL courses (aligned to IB philosophy):

Through conceptual and inquiry-based learning, these courses aim to encourage students to:

- gain proficiency in an additional language through reading, writing, listening, and speaking
- develop a respect for language learning and cultural awareness
- develop the student's communication skills necessary for further language learning,
- enable the student to develop multiliteracy skills
- enable the student to recognize and use language as a vehicle of thought, reflection, and self-expression
-

- enable the student to understand the nature of language and the process of language learning
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures
- foster curiosity, inquiry, and a lifelong interest in, and enjoyment of language learning.

Guiding principles (Adapted from TESOL International Association & WIDA Guiding Principles of Language Development):

- Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life.
- Teachers use comprehensible input to convey information to students.
- Teachers check student comprehension frequently and adjust instruction according to learner responses.
- Teachers provide ongoing effective feedback strategically.
- Teachers engage and collaborate within a community of practice.
- Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
- Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
- Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.

Entry requirements				Grades	
TOEFL (IBT)	IELTS	EFSET	CEFR	Grade 8, Grades 9 and 10	Grades 11 and 12
0-11	0-1.5	0-5	A1		
	1.5-2.0	6-10			
12	2.0-2.5	11-20			
13-14	2.5-3.0	21-30			
15-16	3.0-3.5	31-35	A2	Start grade 8 and grade 9 with EAL support	
17-18	3.5-4.0	36-40		Start grade 10 with EAL support	
19-33	4.0-4.5	41-45	B1	Start grade 8 and grade 9	
34-63	4.5-5.0	46-50		Start grade 10	Start grade 11, or IB Certificates* or grade 12
64-70	5.0-5.5	51-53	B2	Start grade 11 IB Diploma or A Levels**	
71-80	5.5-6.0	54-56			
81-92	6.0-6.5	57-60			
93-104	6.5-7.0	61-65	C1		
105-109	7.0-7.5	66-70			
110 +	7.5 +	71 +	C2		

*Two IB certificates: Eng B SL and Native Language A/School Supported Self-Taught native language (SSST)

** Please note that in addition to English level, math level, attendance, and grades are factors affecting chances of success on the IB

Assessment

Educators at EF Academy are responsible for teaching language skills in every discipline. Through formative and summative assessed work, students develop their receptive, interactive, and reproductive communication skills. Through targeted professional development educators identify areas for improvement in students' linguistic skills and use this data to develop language objectives for each lesson.

Through collaborative unit planning, teachers of the same courses are expected to utilize the same summative assessments but have the flexibility in their formative assessments to differentiate for the various language needs in their individual classes.

As per the Academic Honesty Policy, students are held into account for developing authentic work. As EF Academy Educators receive more PDs for language supports, students' language skills increase therefore decreasing the occurrences of Academic Dishonesty.

Please refer to the assessment policy for more details.

EF Standard English Test (EFSET)

The EFSET Certificate is a 50-minute adaptive test which consists of a 25-minute reading section and a 25-minute listening section. The adaptive nature of the test ensures that the difficulty of the test will be adjusted to the test taker's ability level as he/she proceeds through the test. After completion, test takers will receive a total EFSET score and individual scores for the reading and listening sections, on a scale of 100. The EFSET scores are aligned to the Common European Framework of Reference (CEFR) levels, and the CEFR level mapping are as follows:

- A1 Beginner 1-30
- A2 Elementary 31-40
- B1 Intermediate 41-50
- B2 Upper Intermediate 51-60
- C1 Advanced 61-70
- C2 Proficient 71-100

2020-2021 Demographic Breakdown Addendum

By Nationality:	By language:
1. Algeria - Arabic	1. Akan
1. Angola - Portuguese	2. Amharic
2. Argentina - Spanish	3. Arabic
3. Brazil - Portuguese	4. Chinese
4. Cambodia – Khmer	5. Dutch
5. Chile – Spanish	6. English
6. China – Mandarin	7. French
7. Colombia – Spanish	8. Georgian
8. DRC – French	9. German
9. Ethiopia – Amharic	10. Hindi
10. France – French	11. Hungarian
11. Georgia – Georgian	12. Indonesian
12. Germany – German	13. Italian
13. Ghana – Akan	14. Japanese
14. Hong Kong – Cantonese	15. Kazakh
15. Hungary – Hungarian	16. Khmer
16. India - Hindi	17. Korean

17. Indonesia – Indonesian	18. Lithuanian
18. Italy – Italian	19. Malay
19. Japan – Japanese	20. Norwegian
20. Kazakhstan - Kazakh	21. Polish
21. Lebanon – Arabic	22. Portuguese
22. Lithuania - Lithuanian	23. Russian
23. Macau – Chinese	24. Slovak
24. Malaysia – Malay	25. Spanish
25. Mali – French	26. Swati
26. Mexico – Spanish	27. Swedish
27. Mozambique – Portuguese	28. Tajiki
28. Netherlands – Dutch	29. Thai
29. New Zealand – English	30. Ukrainian
30. Nigeria – English	31. Vietnamese
31. Norway – Norwegian	
32. Poland – Polish	
33. Portugal – Portuguese	
34. Russia – Russian	
35. Slovakia – Slovak	
36. South Africa – English	
37. South Korea – Korean	
38. Spain – Spanish	
39. Swaziland – Swati	
40. Sweden – Swedish	
41. Switzerland – German	
42. Taiwan - Mandarin	
43. Tajikistan - Tajiki	
44. Thailand – Thai	
45. Trinidad and Tobago – English	
46. Ukraine – Ukrainian	
47. United Kingdom – English	
48. USA – English	
49. Vietnam – Vietnamese	

Approved By:

Date: