Policy Review Date	June 2020
Date/s to be reviewed	September 2020 and June 2021
Lead	Head of Quest
Stakeholders involved in policy creation and review	Pedagogical Leadership Team, Quest team, admissions, counselor/s, teachers
Other linked policies and documents	- Dubai Law No. 2, 2014 concerning the protection of the rights of persons with disabilities. Link - Executive Council Resolution No.2 (2017) on regulating private schools in Dubai. Link - Dubai Inclusive Education Policy Framework (2017). Link - KHDA Directives and Guidelines for Inclusive Education, 2019 (Handbook for Schools). Link -Implementing Inclusive Education: A Guide for Schools (2019). Link - Access and Inclusion policy (2018). Link - Admissions policy. Link

Quest (Inclusion) Policy: Table of Contents   Page

1. Quest (Inclusion) Philosophy

Dwight is a co-curricular, non-denominational international International Baccalaureate (IB) school. It serves the educational needs of the national and global community in Dubai. Dwight is dedicated to igniting the spark of genius in every child. Kindling their interests, we develop inquisitive, knowledgeable, self-aware, and ethical citizens who will build a better world.

Through an educational model that places importance on global vision, personalised learning and community Dwight has a strong commitment to developing globally aware, compassionate, and motivated students who will contribute positively to our diverse school community. Our goal is to nurture and develop student leaders who show the courage to take intellectual risks using the skills to communicate and work effectively with others. We seek dynamic, open-minded, and responsible students whose desire to learn is heightened by their engagement with peers and our dedicated faculty.

Vision for Inclusion:

"Dwight School Dubai is committed to promoting a safe, supportive and inclusive learning environment that respects diversity, ensuring every student receives a high quality education."

The foundation of the Quest program lies in the belief that all children can learn and reach their full potential given opportunity, effective teaching and appropriate resources. We value student diversity and respect individual learning differences by promoting an inclusive environment that aims to increase access and engagement in learning for all students by identifying and removing barriers.

The Quest Program at Dwight School Dubai prepares students to access quality education, particularly students of determination and EAL (English as an Additional Language) learners so all students have an equal opportunity to fulfil their potential and be prepared to access an international education to their highest individual academic and social-emotional potential.

The Quest team works in a collaborative partnership with students, parents, teachers and external support services to ensure holistic development of every child.

All Students Can Learn

Aims of the Quest Program:
At Dwight School Dubai students of determination are valued as learners with potential to succeed, alongside peers of the same age, in developing resilience, self-beliefs and skills required to be lifelong learners. The school employs specialist teachers (Quest teachers) across the school to provide learning support to students through the Quest program. The commitment to Quest and inclusive holistic education is a responsibility for every member of the Dwight community.

Quest aims to provide interventions in order to remove barriers and enable all students to participate and progress within relevant and meaningful activities. The focus of Quest is to:

a) Ensure that all students with special educational, gifted and talented or behavioral needs work with their teachers and parents to ensure that the learning experience of all students is enriching and purposeful.
b) Provide support through accommodations/modifications to remove barriers to learning.
c) Ensure best practice to develop the full potential of students admitted to Dwight School Dubai so everyone has equal access to the curriculum and school wide activities.
d) Track student progress and update all key stakeholders regularly.

External Support services:
Coordinate and collaborate with outside school support services for psycho-educational assessments, speech therapy and sensory integration therapy, organizing and working with learning support assistants.

Definitions for the purpose of this policy and inclusion at Dwight School Dubai:

- **Students of Determination:** *"A student of determination is a student with a long term physical, mental, intellectual or sensory impairment, which, in interaction with various barriers, hinders their full and effective participation in education on an equal basis with other peers of the same age".*
  (based on UNCRPD definition of ensuring persons with disabilities, 2006)

- **EAL (English as an Additional Language):** EAL learners are those whose home language is a language or dialect other than English and who require additional (temporary) support to assist them to develop proficiency in English.

- **Gifted and Talented:** The school's definition of Gifted and Talented follows the Knowledge and Human Development Authority (KHDA) recommendation:

*"**Giftedness** refers to a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability".*

A gifted student might typically achieve a CAT4 Standard Age Score (SAS) of 120+, demonstrate rapid learning which exceeds expectations in one or more subjects, and / or be in the 80th percentile for MAP English, Mathematics and/or Science.

*"**Talented** refers to a student who has been able to transform their giftedness into exceptional performance".*

Talented children, by contrast, are typically those whose abilities have already been translated into achievements, and who are currently performing at a level that places them within the top 10 percent of their age-peers in subjects such as Music, Visual Art, Drama, Design and Physical Education / Athletics.

SEN / POD Categories, at Dwight School Dubai, as per DSIB and KHDA definitions:

Type of Need	Dwight school Dubai Provision
Behavioural, Social and Emotional	Students at the academic level of entry who can successfully access the curriculum will be fully supported by Quest whilst addressing any challenges associated with behavior. Quest collaborates with school counselors and outside support services (if any) to develop a holistic support for the students with ADD/ADHD and syndromes such as Social (Pragmatic) Communication Disorder and behaviors associated with self regulation and anxiety ensuring social/emotional wellbeing.
Sensory	Students at the academic level of entry who can successfully access the curriculum will be supported by Quest to address sensory integration challenges. Dwight school works closely with parents and occupational therapists to organise sensory inputs/ diets to remove any barriers to learning.
Physical Disability	Students at the academic level of entry who can successfully access the curriculum will be assessed on a case by case basis as to whether the campus and facilities can cater for the student's needs.
Medical Conditions or Health Related Disability	A medical group and experienced pastoral faculty will take full responsibility for addressing students' medical needs. All teachers will have the pertinent wellbeing and safeguarding training for utilization of medical aids such as EpiPens or CPR.
Communication and Interaction **This does not include students with additional language needs**	Students at the academic level of entry who require support in communication and interaction, such as those with Autism Spectrum Disorder or other disorders will be thoroughly supported by the Quest team. If needed, expertise from outside agencies (speech and language therapists and occupational therapists) will be called upon as per the student's needs.
Speech and language disorders **This does not include students with additional language needs**	Students at the academic level of entry who can successfully access the curriculum will be fully supported by Quest and skill from outside organizations (S&L advisors and OTs) might be called upon as per the student's needs.
General and Specific Learning Difficulties	Students at the academic level of entry will be supported by Quest, which will have specialists in supporting students with dyslexia, dyscalculia and dyspraxia.
Gifted and Talented	Students will be supported through a range of extensions in all subjects, as well as Spark of Genius program and extracurricular activities. See segment on Gifted and Talented (G&T) for more details.

2. Admission to the school
Points 2.1 to 2.4 are included in the Admissions policy.

2.1 Admission to the school for students of determination
Dwight School Dubai is committed to promoting a safe, supportive and inclusive learning environment that respects diversity, ensuring every student receives a high quality education. The school welcomes students of determination who can access and benefit from the school curriculum and programs, with provision provided by the Quest department, to develop the full potential of every student.

The school will assess its physical and human assets to ensure all students of determination have equal access, alongside peers of their age, in accessing school wide facilities, resources and activities.

Through Quest, students of determination admitted to the school may be provided with one or more of the following inclusive support strategies:

- Mainstream classroom teaching with indirect support (in class differentiation by the homeroom / subject teachers).
- Mainstream classroom teaching with some withdrawal (pull-out) and in-class support (push-in).
- Mainstream classroom teaching with some in-class support (push-in).
- Mainstream classroom teaching with some withdrawal support (pull-out).

Push-in / pull-out would typically be 2 to 4 lessons in total per week.

The Head of Quest, with support from the Quest team, will recommend and agree suitable and effective support strategies with the parent/s, taking into consideration the student's specific additional learning and support needs.

The school will continue to support all students, including students of determination. Currently, the IB PYP, MYP, and DP are the school's authorized and licensed education programs which are both rigorous and academic. At the end of each program, students' needs will be reevaluated on a case-by-case basis to assess their readiness to meet the academic demands of the next stage of the curriculum. In addition, it is important for the school and parents to work together to be able to ensure that all students graduate by passing the IB Diploma Programme or Certificate with 24+ points and no failing conditions.

2.2 Admission criteria for students of determination
Students of determination will be admitted on the basis of the school's assessment of the resources and services needed to ensure appropriate and equitable access to the facilities and curriculum, engagement, academic and socio-emotional progress.

An assessment is made on the entry to the school to ensure that every student has the potential to meet the academic demands of the curriculum. The assessment criteria includes recent school reports, references, a copy of any individual education plan (IEP), and a copy of any educational psychology report. Additional assessments may be administered where there is doubt over a prospective student''s ability to access the curriculum and achieve the school's normal academic standards.

These additional standardised assessments will be carried out by the Head of Quest, and Quest team, to understand and bridge challenges that a student of determination may face in accessing the curriculum. The school will look for positive ways to overcome difficulties and if the child is able to access the curriculum, is of suitable academic standard, and there is a space in the grade, the case will be discussed in school and with parents. Admissions decisions are made on an individual basis, in which the school reserves the right to decline admission.

Priority admission is provided for a student of determination with a sibling already on roll in the school.

Quest students are fully supported by school stakeholders. In exceptional circumstances an enhanced level of provision is needed. Any additional cost for this provision is clearly communicated to the parents. Such cases are enrolled through an individualized service agreement registered with KHDA. The individualised service agreement and the associated fee to parents is applied when the required provision is not available through standard school service for students of determination. The professional delivering the individualised service should meet the criteria of either being a therapist or a specialist practitioner holding appropriate and approved qualifications and licensing requirements. The professional should be an appropriately trained and experienced learning support assistant, who would be under the guidance of the school's management, policies and procedures. In keeping with the Dwight ethos of promoting a sense of community, the Quest program is communicated as an integral part of the school's education provision.

2.3 Admission to the school for students where English is an additional language (EAL)
As an IB World School, language acquisition and development is an important and valued component of the curriculum. The school's language of instruction is English so, upon admission, students must meet the English language proficiency level as per the grade requirement. Students, for whom English is an additional language, may be required to participate in the EAL program offered by Quest.

2.4 Overview of the range of Quest support
The Quest team provides a range of support for students with determination and English as an additional language:

- Clearly defined identification and exit process for students of determination and English as an additional language learners.
- A level-based approach for planned assessment, intervention and support for all students.
- Student and parent/s participation and partnership in the development of individualized education plan/support.

- Transparency with parents in sharing criteria and fee to fund Learning Support Assistant (LSA) support for some students.

2.5 Inclusive access arrangements

Requests for inclusive access arrangements will be submitted six months prior to the examination along with supporting documentation (refer to Candidates with Assessment Access Requirements in the IB's Access and Inclusion policy: Click Me). A formal psycho-educational evaluation will be a prerequisite for a student to access accommodations during MYP and DP examinations.

2.5.1 Middle Years Program (MYP) / Diploma Program (DP)

Inclusive access arrangements authorized by the International Baccalaureate Organisation are based on the following principles:

Maintaining standards
1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates.
1.2 The arrangements requested for a candidate must not give that candidate an advantage in any assessment.
1.3 The inclusive access arrangements are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme.
1.4 In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.
1.5 A subject result means the candidate has met the objectives of that subject, i.e. they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it.
Therefore, a request for exemption, which would still yield a subject result, must only be submitted after careful consideration and only where inclusive access arrangements and reasonable adjustments cannot be applied. The IB will use its discretion and only grant exemptions as a very last resort and in exceptional cases. No exemption can be granted for language subjects; all students, including those with specific learning challenges, are required to study two languages without any exception.

Reflecting the usual way of working
2.1 Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively.
2.2 Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.
2.3 Schools must plan inclusive access arrangements for their candidates based on the IB criteria as stated in this policy and teachers' observations of the candidate in the classroom during classwork and tests. If the school intends to plan inclusive access arrangements for a candidate that are not in line with the eligibility criteria stated in this policy, they must first consult the IB.
2.4 The inclusive access arrangements requested for a candidate must be his or her usual way of working during his or her course of study. In almost all instances, if the inclusive access arrangements planned by the school do not follow the eligibility criteria stated in this policy, and have not been previously discussed with the IB (see Section 1.8), they cannot be authorized by the IB even if they have been the candidate's usual way of working. Only in very exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations. Access and inclusion policy 1 Principles 6 Access and inclusion policy
2.5 The IB aims to authorize inclusive access arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school.

Consistency for all candidates
3.1 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive access arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with access requirements, the policy represents the result of a consideration of accepted practices in different countries.
3.2 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise that may be necessary to help ensure comparability between candidates in different countries.
3.3 Each request for inclusive access arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator

Confidentiality
4.1 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee (who will be instructed to treat such information as confidential).

Maintaining the integrity of the assessment
5.1 If a school does not meet the conditions specified by the IB when administering inclusive access arrangements, the candidate will not be awarded a grade in the subject and level concerned.
5.2 A school must not communicate with an examiner about a candidate's learning support requirements.
5.3 All examinations must be invigilated according to the regulations governing the conduct of examinations for the relevant programme.

5.4 The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

Exceptional issues
6.1 Any issues that arise from the nature of the inclusive access arrangements, or any unforeseen difficulties encountered by the candidate during the examinations, should be reported to IB Answers as soon as possible
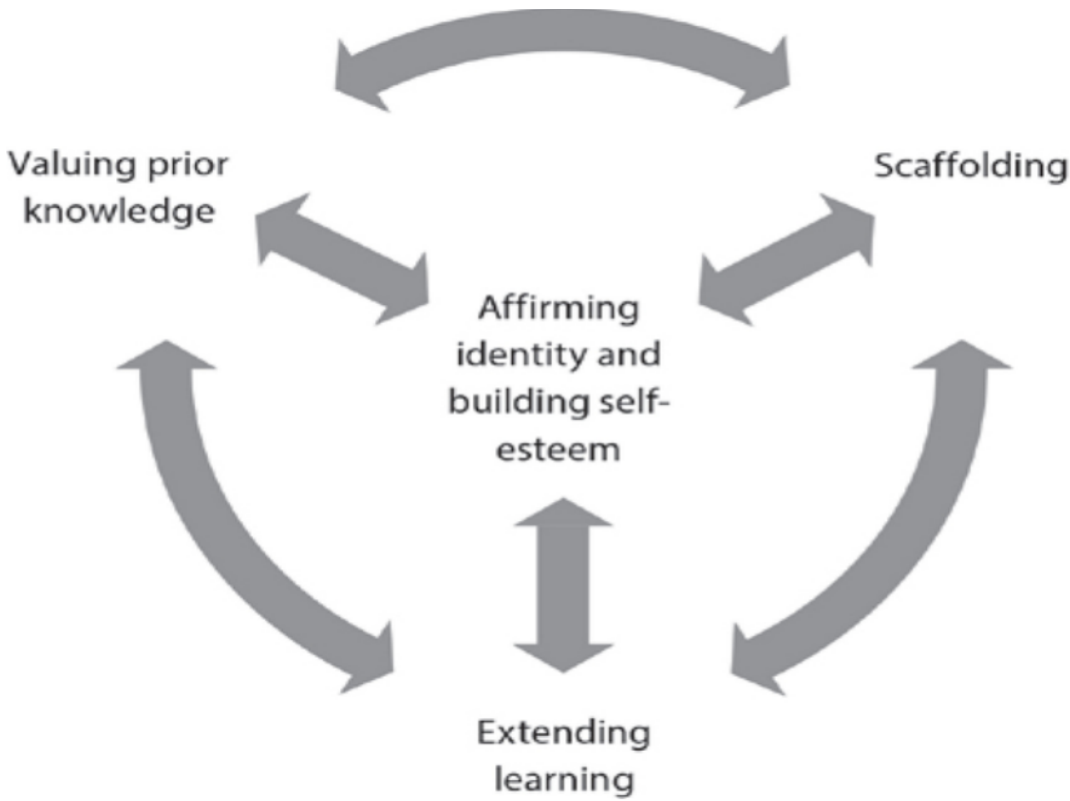
Access arrangement requiring / not requiring authorization from the IB

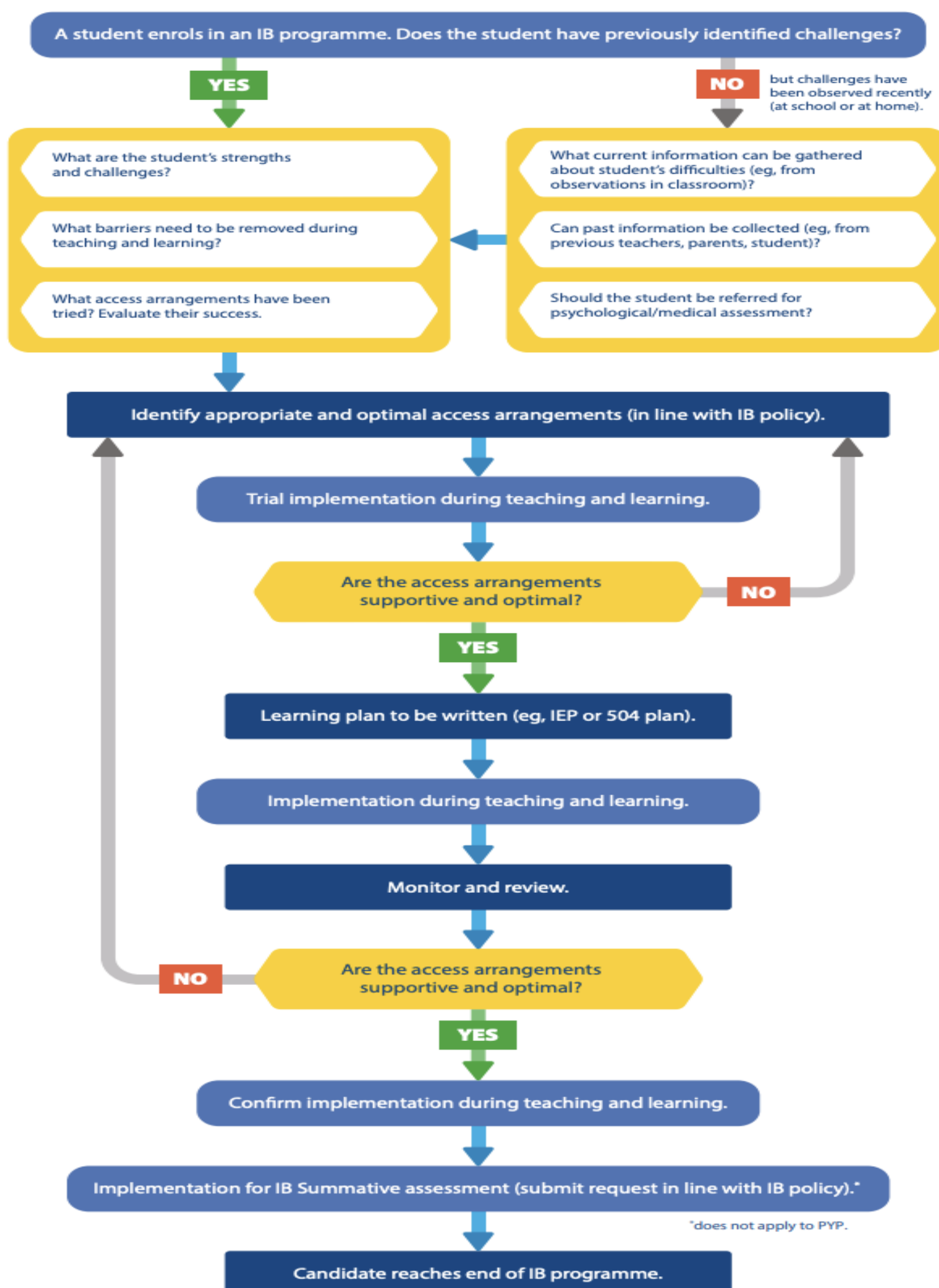| Flexibility in duration of examination, course or deadline	Authorization required?
Access to additional time	Yes
Extra time (for additional language learners)	Yes
Rest breaks	No
Deferral	Yes
Extensions	Yes
Extra opportunities to retake examinations	Yes
Flexibility in examination location	**Authorization required?**
Separate room	No
Seating	No
Alternative venue	Yes
Flexibility in presentation of the examination or input	**Authorization required?**
Access to modification in presentation	Yes
Access to reading	Yes
Reader (for additional language learners)	Yes
Communicators	No
Sign language interpreters	Yes
Aids	No
Clarification of examination directions	No
Colour naming (for students with colour blindness)	No
Flexibility in method of response	**Authorization required?**
Word processor (for additional language learners)	Yes
Access to writing	Yes
Access to speech and communication	Yes
Access to a calculator	Yes
Use of human assistance	**Authorization required?**
Care assistant	No
Prompter	No
Communicator	No
Use of human assistance	**Authorization required?**
Practical assistant	Yes
Reader	Yes
Scribe	Yes
Designated person to clarify examination directions	No
Designated person to name colours (for students with colour	No

blindness)	
Non-standard flexibility for an individual student	**Authorization required?**
Access to reasonable adjustment	Yes

Source: (International Baccalaureate, Access and Inclusion Policy, 2018).

The four principles of good practice in the IB cycle

Inclusive access arrangements: Decision pathway

A student enrols in an IB programme. Does the student have previously identified challenges?

YES

NO but challenges have been observed recently (at school or at home).

What are the student's strengths and challenges?

What barriers need to be removed during teaching and learning?

What access arrangements have been tried? Evaluate their success.

What current information can be gathered about student's difficulties (eg, from observations in classroom)?

Can past information be collected (eg, from previous teachers, parents, student)?

Should the student be referred for psychological/medical assessment?

Identify appropriate and optimal access arrangements (in line with IB policy).

Trial implementation during teaching and learning.

Are the access arrangements supportive and optimal?

NO

YES

Learning plan to be written (eg, IEP or 504 plan).

Implementation during teaching and learning.

Monitor and review.

Are the access arrangements supportive and optimal?

NO

YES

Confirm implementation during teaching and learning.

Implementation for IB Summative assessment (submit request in line with IB policy).*

*does not apply to PYP.

Candidate reaches end of IB programme.

Please note: Access arrangements and learning plans should be monitored and reviewed throughout a student's IB programme. If at any point further or new challenges are observed, you must re-visit the decision pathway above.

3. Identification and Assessment

3.1 Types of Referrals: Click Here to view Quest Referral form template.

Admission referral:
- Information shared during the parent/student's entry-interaction process indicates any learning challenges.
- A student transitioning from specialized schools to Dwight.
- School reports, and other assessments shared by the family indicate the need for additional support for student success.
  In all the above scenarios following measures are taken:
  - Quest collaborates with the family to share and promote a clear focus on student goals.
  - The student and parents participate in planning and implementing provision of support for students of determination.
  - Information about suggested support, resources, outside intervention is clearly shared with the family so they can make an informed decision about enrollment and future opportunities.
  - Proces criteria used to establish the need for an LSA (in a few cases) is discussed with parents and an Individualized service agreement is signed and shared with KHDA.
  - Commit to a high quality of education and support to a student of determination.

Teacher referral:
- The homeroom / subject teacher emails the Head of Quest indicating the student is making slower progress than expected as per the grade level.
- Quest shares the referral form to be filled in by the homeroom / subject teacher within 5 working days.
- The Head of Quest meets with the teacher to discuss and understand the concerns in-depth – writing samples/ formative, summative assessments, social / emotional concerns.
- A Quest teacher conducts observations (approximately 2 weeks, however, this is based solely on issue/s raised) in various settings such as classroom / specialist lessons / playground / cafetaria.
- Concerns and observations are reviewed by the team and a holistic support model is proposed for the student.
- Homeroom / subject teacher and the Quest teacher complete the referral form concluding the support model.
- Homeroom / subject teacher and the Head of Quest (and the Quest teacher) meet with parent/s to brief them about the support model.

Parent referral:
- Information shared at the time of admission indicates that the student may be a student of determination and will require specialized interventions to remove barriers to learning.
- In case of enrolled students, parent emails / meets the homeroom /subject teacher to express concerns about their child.
- Homeroom / subject teacher emails the Head of Quest indicating parent's concerns.
- The Head of Quest shares the referral form to be filled in by the teacher within 5 working days.
- The Head of Quest (and Quest teacher and / or the Class/subject teacher) meet with the parents to understand the concerns.
- The Quest teacher conducts observations (approximately 2 weeks, however, this is based solely on issue/s raised).
- Concerns and observations are reviewed by the team and a holistic support model is proposed for the student.
- Homeroom / subject teacher and the Quest teacher complete the referral form concluding the support model.

Counseling referral (students on Quest support):
- Teacher, Parent, Senior Leadership team email student concerns to the Head of Quest.
- Students can self-refer or peer-refer by meeting the counselor.
- A parent meeting will be called for teacher referred cases and concerns are discussed.
- A plan of action is devised and parents, concerned teachers collaborate for effective progress of the student.
- Self or peer referred students are provided intervention/ strategies by the counselor.
- In case of abuse, family issues, parent request/student request/ special request or nature of the referral, the Designated Safeguarding Lead (DSL) will be involved and confidentiality will be maintained throughout

3.2 Entry Process
Students functioning one or more grade levels below will be eligible for referral.

Learning Support-
- A student formally tested using a standardized diagnostic (for medical purpose) tool by a clinical psychologist.
- Information shared by parents during the entry-interaction process during enrollment.
- Pre Assessment/ Benchmark assessments conducted by the Quest teachers to determine students strength , weakness, knowledge and skills to guide lesson planning and learning modifications. PreAssessment used by Quest:

  1. Teacher Checklist, click Here to view
  2. Observation checklist for Sensory Integration, click Here to view
  3. Measure of Academic Progress test MAP conducted thrice a year (school wide)
  4. DSD Math Standard PYP, click Here to view
  5. Pre assessment DSD Math PYP, click Here to view
  6. Pre assessment DSD Math PYP, click Here to view
  7. DSD Math Standard Upper school
  8. Pre assessment DSD Math Algebra 1 Upper school, click Here to view
  9. Pre assessment DSD Math Algebra 2 Upper school, click Here to view

10. Pre assessment DSD Math Algebra 3 Upper school, click Here to view
11. Language assessment is done by conducting WIDA-ACCESS Placement test

- Referrals from teachers and/or parents based on class participation, work samples, learning engagement, formative and summative assessments.
- For returning students, the teachers should follow Quest referral protocols.

3.3 Language Support
- At the time of admission, language support may be recommended for a new student, based on the team's interaction, past records, and information given by the parents.
- For returning students, the teachers should follow Quest referral protocols.
- Quest teacher completes observations and language assessments within two weeks of the referral. The specialist conducts the assessment using the WIDA-ACCESS Placement Test (W-APT) and/or Raz-kids reading assessment.
- Based upon the W-APT score, students are assigned to an English Proficiency Level (below). This score, along with other data collected by the Quest teacher, is used to determine enrollment in the Quest Program. Students who score at level 3 or below will be required to participate in the program. Those who score at level 4 may be asked to participate in the program. Students who score at levels 5 and 6 are not enrolled and are considered to have adequate English skills for participation in mainstream classes for all instruction. Monitoring may occur *whenever recommended* based on assessment results and classroom performance.

Level 1 - Entering:

• pictorial or graphic representation of the language of the content areas
• words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support
• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

Level 2 - Beginning:
• general language related to the content areas
• phrases or short sentences
• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support

Level 3 - Developing:
• general and some specific language of the content areas
• expanded sentences in oral interaction or written paragraphs
• oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support

Level 4 - Expanding:
• specific and some technical language of the content areas
• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs
• oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support.

Level 5 - Bridging:
• specialized or technical language of the content areas
• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
• oral or written language approaching comparability to that of English-proficient peers as per grade-level material

Level 6 - Reaching:
• specialized or technical language reflective of the content areas at grade level
• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level

Counseling Support for students in the Quest program:
- Observations and information from the entry-interaction process during enrollment.
- Referrals from teacher/parents/ peers/ student based on class participation,work samples,social engagement.
- For returning students Quest protocols are followed.

3.4 Exit Process

i) Learning Support
- Based on the student's work sample, learning engagements, formative and summative assessment class/subject teachers and Quest teachers collaboratively decide student exit.
- Measure of Academic Progress test MAP conducted thrice a year (school wide) scores show near or grade level progress.
- Review of IEP goals with teacher/parents/outside support services indicate near or grade level achievement.
- A student functions independently with minimal intervention by the class teacher.
- Parent objection to receiving learning support.
- The exit plan is discussed with the student and the parent.

ii) Language Support
- Students vary in the length of time and amount of language support needed.
- During the year Quest Teacher conducts 3 reading assessments (Raz-kids), and administers the WIDA-ACCESS test by the end of the year to monitor students' progress in each of the language domains. Based on these assessments the Quest teacher and the homeroom teachers determine if the student is capable of functioning autonomously and successfully in the regular instructional classroom, as well as meeting the grade level requirements, and is ready to exit the programme. Then the exit process is followed.
- Students will exit the program and fully participate in the class, when some of the following has been met:

Quest teacher Input and Assessments
Quest teacher must also verify that the student is ready to exit the program, provide examples of recent work, and comment on language development.*.*

Language Testing
The student must attain at or near Level 5 on the WIDA-ACCESS language assessment in **all areas** of Speaking, Writing, Listening and Reading. (overall score 5.5+) Cases where a student does not score Level 5 in all assessments yet is still recommended for exit from the program will be reviewed on a case by case basis as per the professional judgement of the class teacher and the Quest Coordinator.

- The exit plan is discussed and approved by Quest

iii) Counseling Support
- Review progress on goals achieved with a student, parent and teachers.
- Based on student's social/emotional wellbeing, class participation, self reflection and teacher and counselor feedback.
- Parents object to counseling.
- The exit plan is discussed with the student and the parent.

Prior to exit from the program, parents are notified formally by the class/subject teacher. Each former student is monitored for a full year by the Quest department to ensure that he or she is successful without additional support.

The ultimate aim of our Quest program is to help the students lead a more independent life both in school and their social environment.
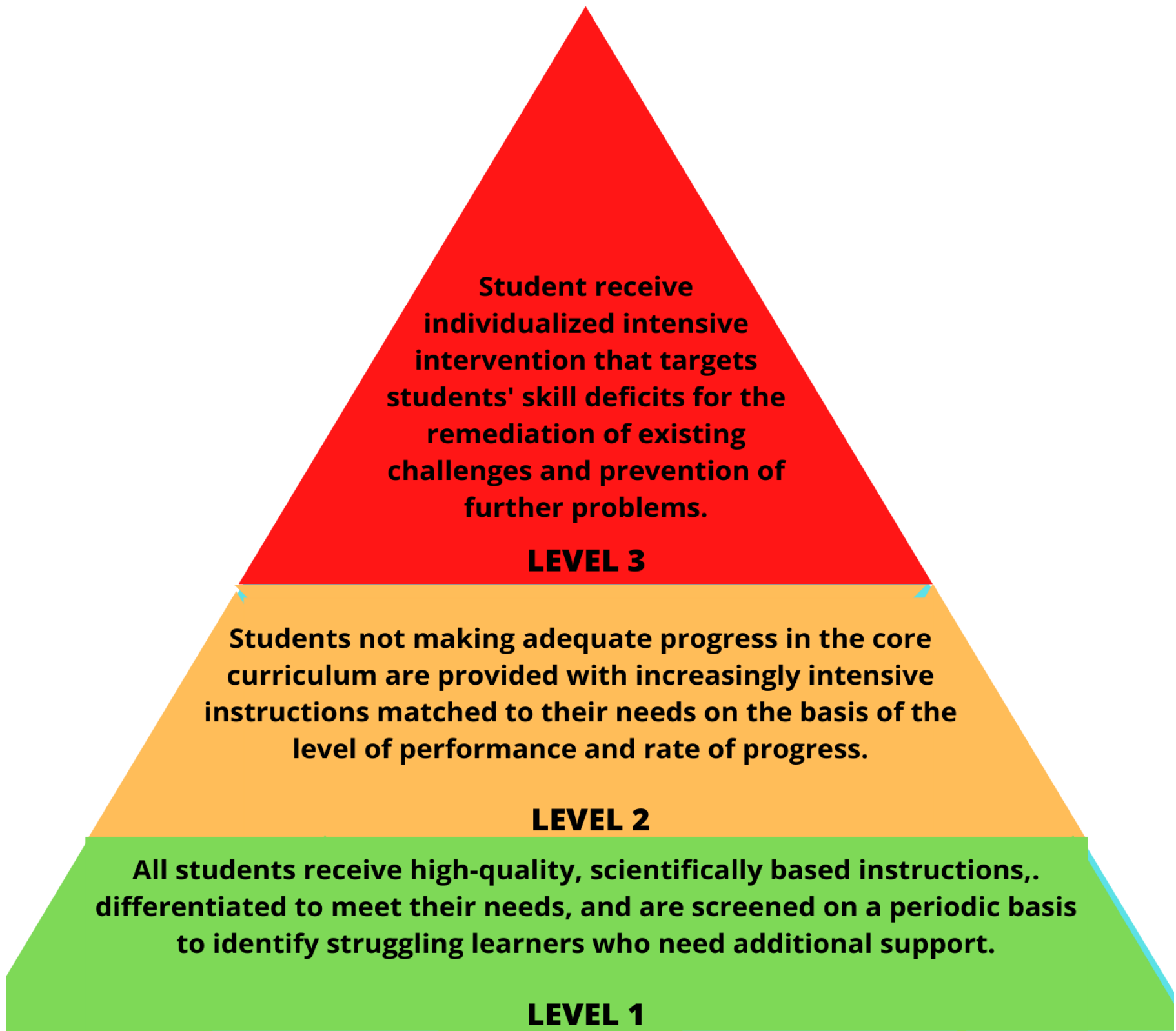
4. Intervention and support

The school provides level-based support. This step-by-step level process includes planned instruction, intervention and assessment used to create a holistic support model for the student.

KHDA	Dwight School
Level 1: High quality teaching where teachers accommodate individual differences in ability, learning style and behavior, through effectively differentiated classroom practice.	**Level 1:** High quality classroom instructions. The Quest teacher collaborates with the homeroom / subject teacher to create access arrangements to identify, reduce or remove barriers to learning. The Quest teacher does not support the student directly in the classroom, however she/he works with the teacher to create differentiated learning engagements / resources and assessment for the student. **See point 4.1 below for guidance on differentiation.** Click Here to view Inclusion within the classroom Click Here to view "Meeting Student Learning Diversity in the Classroom" (2019)
Level 2: Personal support and /or curriculum modification to enable a student to engage with, and participate in, appropriately challenging learning experiences and achieve within age related expectations. Support teachers and or in-school specialists are likely to support this process by observing lessons and making recommendations as well as providing support through professional coaching and monitoring.	**Level 2:** Targeted intervention is provided to the student through push-in and pull-out support. Quest also supports these students by collaborating with teachers in ways such as co-teaching, co-planning, observing lessons / learning, giving feedback and coaching teachers. As an inclusive school Dwight believes in minimal pull out support for the student and pull out is advised only when absolutely necessary (e.g. for skill-building purposes). Click Here to view, "Strategies for Supporting Students with Learning Needs".
Level 3: Individualized program to accelerate progress or enable students to achieve their potential. this provision is "additional to" or "different from" the provision required to meet the needs of most of students within the school, and is likely to include the use of specialist approaches, intervention or support services	**Level 3:** Highly personalized intervention is provided to the student with access arrangements in teaching, learning and assessment. A student in level 3 is on an Individual Educational plan where academic/social/emotional goals are based on individual student level and potential and these goals are set by the Quest teacher in collaboration with all the stakeholders. The identified goals which often differ from the planned curriculum create an optimized learning experience based on the student potential. Click Here to view, "Universal Design for Learning (UDL) educator"s worksheet" Click Here to view, "Top 10 UDL Tips for Assessment"

Based on the level of support identified, Quest will assign a student to the relevant level and add the student's name to the Quest Register.

Multi-levels of support

Student receive individualized intensive intervention that targets students' skill deficits for the remediation of existing challenges and prevention of further problems.

LEVEL 3

Students not making adequate progress in the core curriculum are provided with increasingly intensive instructions matched to their needs on the basis of the level of performance and rate of progress.

LEVEL 2

All students receive high-quality, scientifically based instructions,. differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

LEVEL 1

4.1 Differentiation (see table above - Levels 1 to 3)

Differentiation is defined as catering to the individual needs of students in a diverse learning group. It refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students with diverse learning needs in the same learning environment. Differentiation will be enacted by teacher support, resource, content, task and learning outcome.

What are we looking for regarding Differentiation?
Differentiation can be seen as an on-going process that is accommodating the needs of individual students. It ensures that teaching allows learners to make at least their expected progress in relation to their capability. Differentiation will also stretch the less able to work as close to their capability as possible and the gifted and talented way beyond.

Approach to Differentiation at Dwight School Dubai:
Differentiation is therefore the process of meeting the needs of different types of learners in our classroom. This might be achieved by:

A. Task
Because students work in a variety of ways with their different strengths and aptitudes, a range of tasks spanning the spectrum of abilities can be an effective way of differentiating. In a mixed ability class one group of students might be working on one task while another group is working on a different task.

B. Resource
Resources are available to challenge the more able and support students with determination. It means changing the resources by which students learn to meet their individual needs. Practical strategies could include:

- layout, design, graphics and readability of the resource
- different worksheets / hand-outs for different groups
- training students to use a variety of resources independently (including web-based resources)
- reducing the dependence on whole class texts as a source for teaching
- variety of mediums, for example, marker pens and poster paper

C. Response
The response of the teacher or peer is a form by which differentiation can be achieved. This is essential in cases where differentiation by outcome is planned as the teacher's written or spoken response will vary from student to student. Marking of a student's work is an important medium for differentiation by response.

D. Outcome
Students working on a common un-differentiated task will inevitably produce different outcomes to the task set, as long as the task is not too closed.

E. Group
Differentiation by group is an important way to allow purposeful use of resources. Students could belong to smaller groups within a larger teaching group. The teacher will determine how groups are organised.

F. Support
The different needs of the students will inevitably mean that some students need greater support than others. There are a number of strategies that can provide that support such as using other adults in the classroom to create a positive learning environment.

Not Evident	Partially Evident	Very Evident
Some students cannot access the task or find it too simple.	Differentiation is used for all identified students and is pitched appropriately for the majority.	All student groups are able to access the task in a way which enables them to demonstrate high levels of progress.

4.2 Inclusive access arrangements / accommodations
This refers to changes introduced to teaching, learning, and assessment in order to remove barriers. Strategies used do not change the learning outcomes or lower expectations but instead provide needed support to address challenges and enable students to work at par with the grade-level expectations. These accommodations are provided through in class differentiation or push in support provided by the Quest teacher.

Three curricular elements of Inclusive access arrangement/accommodations:

A.Teaching:

Content	What should a student come to know, understand and be able to do? How will the student gain access to the knowledge, understanding and skills?
Process	What activities will be used to help students make sense of the knowledge, understanding and skills?
Task	What products will provide evidence of what the student knows, understands and is able to do?

B.Learning:
Multiple means of representation
Multiple means of action and expression
Multiple means of engagement
Developing optimal learning spaces includes paying attention to physical space, lighting and acoustics.

C.Assessment:
ongoing, diverse and relevant to the learner.
Is explicit so that the purposes and outcomes of the assessment process are understood by all.
Is flexible, not fixed, and provides multiple opportunities in varied media for learners to demonstrate skills and express themselves.
measure both product and process

An Individual Learning Plan (ILP) is created and maintained for English as an Additional Language learners supported through inclusive access arrangements. Click Here to view an ILP template.

4.3 Modifications (Individual Learning Plan)
Based on Psycho-educational assessment or associated assessment a student can be recommended for an Individual Education Plan (IEP). An IEP is a written document that is unique to each student's profile, abilities, skills, challenges and interests. It contains measurable goals and lists specific types of modifications, support strategies implemented at school inorder to reduce barriers to learning and ensure student progress. An IEP is generated by a collaborative team including Quest teachers, subject teachers, parents, the student and any outside support service helping the student. An IEP is a continuous, collaborative process of development and reviewed at minimum thrice a year (September, January, May) to monitor progress and goal reflection. The modified support is provided through push in and pull out support by the Quest teacher. Click Here to view an IEP template

The Individual Education Plan (IEP) aims to:

- Establish a learner profile by identifying a student's strengths, skills, preferences, and abilities.

- Create modifications to the curriculum by changing content / learning / assessment to make it accessible to the learner.

- Set educational goals, both short term, and longer term, to be reviewed three times a year (usually October, January and June).

- Promote collaboration amongst teachers to develop a whole-school approach.

- Provide additional support, strategies, and resources for other teachers of the student.

- Teach skills development to students with special educational needs either during or after the school day.

- Establish effective home-school partnerships, including the development of support strategies for parents.

- Establish effective partnerships with external providers and therapists.

4.4 Recommending a child for an educational psychological assessment

- Prior to recommending a child for an Educational Assessment by a psychologist, a comprehensive case study would be organized where all teachers working with the student will collaborate and discuss the student's academic/social/emotional progress over the academic term / year to understand his/her challenges. It may or may not be that an assessment is recommended.
- If it is decided to recommend an Educational Psychologist Assessment, the homeroom / subject teacher, Quest teacher and, in some cases, administration will communicate the same to the parent.
- Usually, but not always, there is input from the school and parents before the testing commences.
- Assessment is conducted and shared with the school.
- The Head of Quest distributes confidential copies of the full report to the Quest team to discuss during the weekly meeting.
- A meeting is scheduled with parents to discuss the findings of the assessment/s, appropriate intervention strategies, and a way forward. An internal decision is made as to who should attend this meeting with the parent/s.

- After meeting the parent/s, the Quest team will discuss the report with the homeroom teacher and other subject teachers working with the student.
- All copies of files are shredded to maintain confidentiality (except for the master version which is kept with the Quest team).

4.5 Response to intervention

Through early screening of student progress, **Response to Intervention (RTI)** aims to identify and support struggling students (not just students of determination or EAL students). The key concept in any RTI approach is that the intensity of an intervention is matched to the intensity or severity of the academic or behavioral deficiency. The program aims at skill building for students functioning below grade-level expectations (up to one year).

The program includes:
- Universal screening (use of CAT4, MAP results for English, Mathematics and Science, and summative assessment)
- Skill-building in the specific domain
- Progress monitoring
- Collaborating with teachers to facilitate differentiated teaching and learning
- Communication and updates with parent/s

Entry

Students are invited into the program by Quest based on:
- Class and academic performance (progress / attainment) including review of CAT4 and MAP
- Feedback from subject teachers
- Parent confirmation
- Collaboration with the subject teachers on needed skill sets

The program

RTI will run once a week after school (for PYP and MYP) and focus on Mathematics, English and / or skill-building. Quest teachers will work with students in small groups and facilitate foundation building in the given domain. The students will be enrolled in the program for one term (approximately 8-10 weeks) after which student progress will be assessed to determine continuity. The program is currently being implemented from grade 1 to grade 10.

Exit

The student will exit the program based on:
- MAP scores
- Subject teacher feedback (formative and summative assessments)
- RTI assessment

5. Gifted and Talented

At Dwight School Dubai we endeavor to to celebrate the gifts and talents of all our students by creating opportunities for students to further augment their **Spark of Genius** and talents through the Spark program, booster classes, extracurricular enrichment and clubs, trips and projects.

Gifted and Talented: The school's definition of Gifted and Talented follows the Knowledge and Human Development Authority (KHDA) recommendation:

*"**Giftedness** refers to a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability".*

Important note: whilst Dwight Dubai has many students of high ability, this does not necessarily mean that these students are gifted.

A gifted student might typically achieve a CAT4 Standard Age Score (SAS) of 120+, demonstrate rapid learning which exceeds expectations in one or more subjects, and / or be in the 80th percentile for MAP English, Mathematics and/or Science.

*"**Talented** refers to a student who has been able to transform their giftedness into exceptional performance".*

Talented children, by contrast, are typically those whose abilities have already been translated into achievements, and who are currently performing at a level that places them within the top 10 percent of their age-peers in subjects such as Music, Visual Art, Drama, Design and Physical Education / Athletics.

5.1 Aims of the program

- To ensure all students receive opportunities to enhance their Spark of Genius and personal qualities, leading them to be responsible global citizens.
- Create self-directed learners by ensuring teaching and learning is designed to challenge each student so they can enjoy and take ownership of their learning.
- Design a well extended curriculum that can challenge the most able students.

5.2 Identification in the areas of:

- Specific aptitude in one or more subjects
- General intellectual ability
- Creative and performing arts
- Leadership
- Sports
- Psychomotor abilities

5.3 Examples of gifted and talented provision:

- Enrichment / challenging / extension work provided by homeroom / subject teachers as part of normal differentiated provision.
- Teachers mentor students to lead projects in their gifted and talented domains.
- Quest teachers support and challenge students through online programs, extra curricular activities and extended curriculum in the given subject area.
- Inter and intra school individual / group projects, competitions and events.

5.4 Monitoring / coordinating:

The following people support Gifted and Talented program at Dwight Dubai:

- Quest team
- Homeroom / subject teachers
- Outside providers
- Administration

5.5 Principles of good practice:

Effective provision for gifted and talented students is supported by differentiation in both Medium-Term and Short-Term Curriculum / Unit Plans. This is reflected as an extension of the general planning process and does not compromise the learning experience of other students. Good provision should combine extension (pursuit of greater depth) and enrichment (to explore more broadly). Training sessions will be regularly organised to train staff in provision to account for specific educational needs and focus on a range of approaches and strategies, including higher order questioning and thinking skills. A rolling programme of peer observations will encourage teachers to observe and deliver lessons that embrace the principles of personalised learning.

5. Inclusion responsibilities

The roles of all the stakeholders are clearly stated to ensure holistic support for all students.

5.1 Role of the Principal/Administration:
- Promote a school wide inclusive environment by reviewing current inclusion practices and communicating a vision of inclusion to all the stakeholders.
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- Create opportunities for Continued Professional Development (CPD) of staff members so they can facilitate inclusive approaches strategies to support students in the classroom.
- Ensure that there is a system for monitoring, tracking progress by reviewing action plans to create an inclusive culture at school.
- Inclusive practices to be established as a key responsibility while recruiting and inducting new staff.
- Support staff by providing resources, time and infrastructure in order to promote inclusion at school

5.2 Role of Head of Quest:
- Collaborating with teachers to observe, assess, identify and plan support for students of determination.
- Facilitate collaboration between parents and teachers in the development of IEPs and ILPs.
- Support class/subject teachers in creating reasonable adjustment to reduce/remove barriers to learning.
- Collaborate with in/out school specialists like school counselors, therapists, doctors, psychologists to promote student learning and social/emotional wellbeing.
- Extend support to teachers and parents.
- Promote an inclusive culture at school by developing strategies, protocols and meaningful learning engagement to encourage student learning and wellbeing around the school.
- Create a school wide action plan to implement research and evidence-based interventions for individual and small groups to reduce barriers to learning.

5.3 Role of Quest teacher:
- Promote, model, coach and implement intervention strategies and classroom accommodations with teachers to meet the diverse needs of students.
- Monitoring and tracking student progress in different learning domains.
- Directly support individual or small groups of students through push-in and pull outs models to accelerate achievement.
- Collaborate with teachers to plan, develop and reflect on teaching practices within the classroom by effectively using school resources and connecting with professional learning communities.
- Building positive relationships and engaging constructively with the feedback from the community
- Preparing, evaluating IEPs in collaboration with classroom teachers, parents, Quest Coordinator and students.
- Conducting formal and informal assessments when needed.

5.4 Segments of Quest teacher support:
1. Observe Teaching and learning: Organize class visits to analyze a student's profile and needs and build professional relationships with class teachers in order to come up with targeted goals for promoting student learning.
2. Using Student data: Quest teachers collaborate with class/subject teachers in effective understanding of student data by analyzing assessment information in order to address particular barriers to learning. Quest aims at building teachers data literacy to support emerging needs of students within a classroom.
3. Co-planning: Quest teachers attend co-planning meetings with the class/subject teachers and the program coordinator when planning units to plan reasonable adjustments in content, process, product or the environment to ensure active engagement of all students.
4. Co-teaching: Quest teachers use different co-teaching models within the classroom to support as many students as possible and reduce student teacher ratio. This shared responsibility between Class/subject teacher and Quest teacher promotes partnership, accountability and trust.
5. Reflection and exits: Quest teachers and class/subject teachers regularly monitor and reflect on their teaching practices to better the learning outcomes and student engagement. Quest teachers also attend unit reflection meetings with the program coordinator to reflect on teaching and learning strategies and outcomes. As teaching practices become embedded in the classroom teaching and based on student progress Quest gradually withdraws support after approval from all stakeholders.

5.5 Role of a Subject / Homeroom Teachers:
- Creating a warm, encouraging and safe environment for all students.
- Observe, evaluate and report students of concern to Quest.
- Create differentiated learning through reasonable adjustments to optimize student learning.
- Collaborate with the Quest teacher to develop, implement and review IEPs.
- Maintaining a record of student progress towards achieving the goals specified in the IEP
- Supervising and coordinating LSAs role within the classroom and collaborating with Quest Coordinator to address any challenges with the LSAs.
- Partner with the Quest department to jointly create an inclusive ethos in the school.

5.6 Role of a Learning Support Assistants (LSA)
- Works with an individual student during school hours to support learning and promote wellbeing.
- Support a student by addressing specific learning needs by working in small group/ whole class as planned by the teacher, Alternatively the student may be pulled out for any targeted support
- Organizing, preparing learning material to address their student's learning needs and support intervention and therapies.
- Liaise with Quest Coordinator to promote academic growth and /social/emotional wellbeing of the student.
- LSA will take part in training activities offered by the school.
- Assist the student if he or she needs personal care, engage in non-instructional tasks such as supervising the student during field trips, playtime, etc.

5.7 Role of Parents
- Maintain transparency while sharing information about their children.
- Attend / participate in school organized events to build a sense of community.
- Attend a parent teacher's conference / student led conference to understand / discuss the progress of their child.
- Collaborate with teachers / administration to best support the student community.
- Support Quest teachers by encouraging collaboration with any outside service providers supporting the student.

6. Quest Policy Committee
The Quest policy has been developed by the Pedagogical Leadership Team, Quest team, SLT, admissions, teachers and counselors, with guidance from Dwight New York.

At the time of writing and review, the policy aligned with the following documents:
- KHDA Guidance and Guidelines for Private Schools
- Dwight School Dubai Academic Plan
- The Quest Development Plan
- Dubai inclusive education policy framework (2017)
- Bloom Education and Bloom Holding policies where applicable
- Implementing Inclusive Education (2019)
- Directives and guidelines for inclusive education (ensuring equitable access to education for students of determination) January 2020
- Implementing Inclusive education: A guide for schools. January 2019
- United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- Access and Inclusion Policy within the International Baccalaureate Programmes (2018)
- Learning Diversity And Inclusion in IB Programmes (2016)

7. Remote learning and Social Distancing Protocols
For Dwight School Dubai - Return to School Handbook for Families and Staff click Here

7.1 Social Distancing
The Quest (Inclusion Team) offices and classrooms, for children to access specialist teachers and support, are spacious with safe social distancing. Therefore with the low number of students, inclusion pupils will be able to access regular support whilst maintaining social distance. PreK to KG2 inclusion support will be delivered to the children in their learning zones, again limiting pupil movement. In order to limit movement around the school, inclusion students will, where possible, also be offered EAL and learning support during their lessons and remotely.

7.2 Remote learning
Students in PreK to Grade 11 who are immunocompromised or have an immunocompromised family member will also have the option to continue with distance learning.
Inclusion support will also be offered via SeeSaw and Google Classroom in school and to those students who have been certified as vulnerable, therefore continuing with distance learning. During distance learning, our students became very adept at mastering the technological requirements necessary to satisfy their workload to make expected academic progress.
Learning assistants and support teachers also provide in-class and distance learning support for children in PreK to Grade 5.

Students or staff with high-risk conditions (specific or chronic illness) will therefore be offered alternative education means (distance learning and therefore work set by the homeroom / subject teachers), until further notice.

Parents may wish to seek medical advice whether it is in the best interests of their child to attend school (for children with high risk conditions or chronic illness), taking into consideration the unique challenges faced by each individual child (physical, emotional, psychological) alongside the importance of ensuring compliance with physical distance protocols and the wearing of masks.

7.3 In lieu of sudden school closure
It's impossible to predict exactly what will happen as schools in the UAE start to open again in September. An additional shutdown is possible and could present ongoing challenges. As we plan for the Academic Year 2020-21, we continue to prepare for this potential scenario as well.

Our faculty and administrators are continuing to review the curriculum, enhance our online learning toolkit, and undertake further professional development. Additionally, by collaborating with our fellow Dwight Schools and educators, and sharing best practices, we are positioned for all possibilities.

If authorities call for a further lockdown, a partial lockdown, or a reduction of student numbers in the building each day, Dwight is equipped to offer a robust education. A blended option of in-person and virtual learning is one of our possible models.

8. Appendix

Definitions:

Additional or extra time
A specific percentage of examination time authorized to a candidate with access requirements that is more than the standard duration of time allocated to the examination in IB assessments and other tasks in classwork.

Diploma Programme
The Diploma Programme (DP) is a curriculum designed by the International Baccalaureate (IB) for students in the final two years of secondary school or sixth form college. The DP is a rewarding and academically challenging programme of education that prepares students for success at university and life beyond study. It has been designed to address the intellectual, social, emotional and physical well-being of students.

Inclusive Access Arrangement
Access arrangements are changes introduced to teaching, learning and assessment to remove or reduce barriers. They do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment.

Individualized Education Plan
An IEP is a continuous, collaborative process of development, it is a written document that is unique to each student's profile, abilities, skills, challenges and interests. It contains measurable goals and lists specific types of modifications, support strategies implemented at school to reduce barriers to learning and ensure student progress. An IEP is generated by a collaborative team including Quest teachers, subject teachers, parents, the student and any outside support service helping the student.

Individualized Learning Plan
An Individual Learning Plan (ILP) is created and maintained for students supported through inclusive access arrangements. These students access the full planned curriculum with access arrangements to reduce barriers to learning.

Middle Year Programme (MYP)
The Middle Years Program (MYP) is a curriculum framework designed for learners aged 11–16 by the International Baccalaureate (IB). The MYP is a five-year programme, that can be implemented in a partnership between schools or in abbreviated two-, three- or four year formats.

Pull-Out
Depending on the student's education needs, he or she may require to also receive a small group or individual instruction with the Quest teacher in another setting outside of the general education classroom. Instruction will focus either on reading, language arts, and/or mathematics, according to the student's needs. In addition, when deemed necessary and appropriate, a student may be pulled out of a general education setting for assistance with completing an exam, benchmark exams, progress monitoring probes, and other assignments (both long and short-term) as assigned by the general education teachers and the Quest teachers.

Primary Year Programme (PYP)
The Primary Years Programme (PYP) is a curriculum framework for young learners aged 3–12 designed by the International Baccalaureate (IB). Founded on a philosophy that recognizes a child's natural curiosity,creativity and ability to reflect, the PYP generates a stimulating, challenging learning environment to nurture those assets and foster a lifelong love of learning in every child. The PYP, like all IB programs, is transdisciplinary, meaning students learn across subject areas while investigating big ideas.

Push-In Support
With this approach, the general education teacher and the special education teacher work together in close collaboration. The focus is to ensure students are receiving full access to the general education curriculum while limiting any disruption to their daily schedule (such as pulling students out of a classroom). This also includes the implementation of specially designed modifications within the classroom setting.

Quest Teacher
A Quest teacher works towards creating an inclusive ethos in the school by being a role model, partner and a coach for the class/subject teacher as they strive to reduce barriers for all students in the classroom and create an optimum learning environment for all. They work towards addressing student variability by developing inclusive access arrangements creating Individualized Learning plans/ Individualized education plan or the Response to Intervention program.

Reasonable adjustments
Changes or additional conditions to the assessment process which may not be standard and not covered in the list of inclusive access arrangements. They are unique to a student based on their requirements.

Response to Intervention
Response to Intervention (RTI) aims at identifying and supporting struggling students and not just the students on Quest support. The key concept in RTI approach is that the intensity of an intervention is matched to the intensity and severity of the academic or behavioral deficiency.

Usual way of working
The access arrangements established for a specific student during learning and teaching in school. These arrangements are put in place in response to the student's needs and are used in classroom activities, and for class tests and examinations.

WIDA
WIDA designs and implements proficiency standards and assessment for grade K-12 students who are English-language learners. WIDA scores are reported for all four domains (Listening, Reading, Speaking, Writing). It can be administered at any time during the school year, depending on the needs of the school, teacher or student. Scores can be used to provide information that informs instructional planning and other decisions related to students' education and predict student performance for English Language Learners (ELLs).