



Admissions Policy

Latest Review: July 2025

Review cycle: 3 years

Next Review: July 2028



Wellspring Learning Community Admissions Policy

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Related Policies:

Language Policy

Assessment Policy

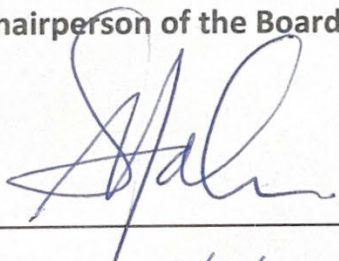
Inclusion Policy

Learning Diversity Policy

Promotion Policy


Approvals - names and signatures:

Chairperson of the Board



8/9/2025

Head of School



Wellspring
LEARNING COMMUNITY
Head of School

Wellspring Learning Community

Admissions Policy

Wellspring Learning Community's Mission Statement

Wellspring Learning Community aims to establish an inquiry-based learning environment in which students from diverse backgrounds are given every opportunity to optimize their social, emotional and academic capacities and talents. Our students will become confident, resourceful, creative, caring, responsible global and local citizens prepared to use their education to contribute in meaningful ways towards improving society, both locally and internationally.

Rationale

Wellspring operates as an internationally accredited private Lebanese Nursery-Grade 12 school. Wellspring is a co-educational, non-sectarian institution that has no political or religious affiliations. Wellspring values diversity. Thus, it does not discriminate against applicants, students or staff on the basis of gender identity, race, religion, nationality, ethnic origin, economic status or political affiliations.

Wellspring seeks applicants and families who will add positivity and diversity to the school's culture. Applicants and families must believe and support Wellspring's guiding statements.

The school promotes multilingualism and cultural awareness of the host country's language. Therefore, all students from Nursery through Grade 10 are required to study Arabic, either as Modern Standard Arabic (MSA) or Arabic Language Acquisition (ALA). In Grades 11 and 12, the study of Arabic may continue to be required depending on programme choice and official equivalence requirements. Foreign applicants who require intensive ESL intervention from the school will be exempt from Arabic Language Acquisition or other subjects as necessary until they can access the school's English curriculum.

The final acceptance is based not only on the interview and academic results but on the diversity of talent, academic interests and the candidate's commitment to succeed. Acceptance is also based on Wellspring's honest and transparent ability to be able to support the physical, emotional and long-term needs of the applicant and their ability (even with accommodations) to meet the academic rigor required by the school's IB curriculum. Wellspring welcomes international families relocating to Beirut who are transferring from other CIS, NEASC and IB accredited schools.

Countrywide Arabic Language Requirement for All Students

According to the Lebanese Ministry of Education and Higher Education (MEHE), all students enrolled in a private local or international school located in Lebanon such as Wellspring are

required to study Arabic.

Students who have only one nationality (not Lebanese) such as British, French, Mexican, Chinese, Canadian or Norwegian must study Arabic but may apply for an official Exemption from the MEHE from taking the Grade 9 official Brevet exams starting from the end of Grade 2.

Students who hold two or more nationalities (one of which is Lebanese) are required to study Arabic but also have the right to apply for the same Exemption from taking the Grade 9 official Brevet exams starting from the end of Grade 2.

Students who only hold a Lebanese nationality are required to study Arabic and sit for all Grade 9 official Brevet exams.

Students who only hold a Lebanese nationality but have lived and studied outside of Lebanon for 3 or more consecutive years are required to study Arabic but may qualify for an Exemption from taking the Grade 9 official Brevet exams under certain circumstances and requirements. It is necessary to apply for this exemption through the MEHE starting from the end of Grade 2.

It is the responsibility of the parents to prepare and present the application of Exemption to MEHE and not Wellspring's. **All students accepted into Wellspring will be placed in the Modern Standard Arabic class until an Exemption is presented to the school.**

Grade Level Placement

An applicant's grade level placement at Wellspring depends on the previous three years' academic reports and the former school recommendation as to whether the student earned promotion or not. In addition, Wellspring also uses a Grade Level Equivalence and Placement Table (**Ref: Appendix B**) for guidance on national equivalences.

In particular situations where the applicant does not meet the admissions requirements, Wellspring reserves the right to grant them exceptional admission. The applicant's status will be reviewed at the end of each academic year.

Requests by parents for repeating or skipping grade levels must be submitted by the parents to the Lebanese Ministry of Education and Higher Education (MEHE) for an official written approval. The Wellspring Admissions Committee will then honor the Ministry's decree.

Admissions Process

Student Interviews - Campus Visit:

Applications for admission are accepted throughout the year with interviews and entrance exams scheduled as needed. **Appendix A** explains the admissions procedure and **Appendix C** visually demonstrates the steps towards admissions.

The school uses a variety of assessment tools including school-developed instruments and online standardized tests and videos to assess the general grade level knowledge of each applicant.

An applicant (except for Secondary School) whose English language proficiency level falls under the requirements of Wellspring's IB Programme will be asked to take the WIDA MODEL (Measure of Developing English Language) assessment as part of the entrance exams. The results will determine the student's English proficiency and might imply that the student will be temporarily enrolled in English as a Second Language (ESL) classes for additional fees to bring the applicant up to a standard level needed to be successful in accessing the IB Programme (**Ref: Appendix H**).

Virtual Interview Process for Overseas or Quarantined Applicants

For applicants who are in countries outside of Lebanon or are unable to sit for the grade-level "face to face" interview and standardized testing, Wellspring offers an online alternative. Applicants may be asked to sit for online standardized exams, submit digital samples of written work, sit for "face to face" remote interviews or present video clips as part of their online application. Applicants who have been accepted into Wellspring using the "Virtual Interview Process" are generally granted "Conditional Acceptance".

"Conditional Acceptance" to Wellspring is a practice for applicants who have been accepted virtually via online interviews and videos. Acceptance of these students will be reassessed at the end of the first academic year after enrollment.

Conditional acceptance is generally not granted to Lebanese Grade 9 or Grade 12 applicants.

Learning Diversity

Applicants who present medical or psycho-educational reports that support the child's diagnosis or need for access arrangements will be encouraged to join the LD department (at additional fees) to receive special academic accommodations. Only after full disclosure will an applicant's file be considered for enrollment. Acceptance is contingent on Wellspring's ability to cater to the child's needs and to space availability within the LD department. All special cases, documentation and interviews are handled with utmost discretion. Interviews are conducted by the Head of School, Learning Diversity Coordinator and Counselor (**Ref: Appendix I**).

Additional Documentation Request

Wellspring reserves the right to request additional diagnostic assessments (other than placement exams) prior to or during the child's school attendance. Additional academic data may be collected for foreign language proficiency, reading levels, math competency or learning diversity. The applicant may be asked to provide medical records or psycho-educational reports whenever suspected challenges that indicate additional needs for Learning Diversity (LD) are flagged. Once the evaluation of the applicant's status is completed and Wellspring's ability to attend to those needs is confirmed, the applicant will be granted full acceptance.

Student Academic Contract Sheet

The Student Academic Contract Sheet (SACS) is a document that the Wellspring Academic Leadership, in agreement with the applicant's parents, will develop to specify any special accommodations, measures or exemptions granted to the student (**Ref: Appendix G**).

Data Retention

In accordance with the Lebanese data protection laws and the European Union General Data Protection Regulations (GDPR) best practice, it is essential that Wellspring has the parents' consent to hold family and child's records (names, contact info, former academic records, medical forms, etc.).

In the event where the child is not enrolled at Wellspring, parents may request Wellspring to delete all personal information from its records by contacting registrar@wellspring.edu.lb.

Admissions to Nursery, KG1 and KG2

The admissions process for Early Years applicants (Nursery, KG1 and KG2) generally consists of a meeting with parents and a face-to-face student interview during which the applicant's verbal, gross motor, fine motor skills and social and emotional readiness are assessed.

Wellspring uses "Brigance" and school-constructed checklists to assess the applicant's readiness to enter the Primary Years Programme. All Nursery and KG1 local and international applicants will be enrolled in the same MSA class until KG2.

Note: children applying to Nursery must be 3 years old by October 31, toilet-trained and weaned off a baby bottle by the first day of school in September.

Admissions to Elementary Grades 1, 2, 3

The admissions process for Elementary School applicants (Grades 1, 2 and 3) generally consists of a meeting with parents and a face-to-face student interview. The applicant will sit for placement tests that assess their English, Arabic and Mathematics skills.

Admissions to Elementary Grades 4, 5

The admissions process for Elementary School (Grades 4 and 5) consists of a meeting with parents and a face-to-face student interview. The applicant will sit for standardized placement assessments - Progress Test in Math (PTM) and Progress Test in English (PTE) - as well as school-constructed Arabic language assessments. These standardized online or pencil paper assessments will determine the student's English, Arabic and Mathematics skills.

It is mandatory that Expats and Dual Nationals submit the MEHE Exemption (from taking the Grade 9 official Brevet exam) at the beginning of Grade 3, thus officializing the student's move from Modern Standard Arabic to Arabic Language Acquisition.

Applicants who score below the school's expectations in the English entrance exams (paper/pencil or standardized) will be required to take a WIDA assessment for specific identification of their English language needs. WIDA results may imply that the student will be temporarily enrolled in English as a Second Language (ESL) classes for additional fees.

Lebanese applicants who are required to take Grade 9 official Brevet exams but are more than two years behind Wellspring's MSA grade level expectations may not be accepted or will be required to get additional support (for additional fees) to attain the acceptable MSA level needed for the Grade 9 official Brevet exams.

Applicants who are one year behind Wellspring’s Math or MSA grade level expectations may be admitted and will be assigned mandatory reinforcement classes on Saturdays, after school or during school vacations. Individual sessions might be offered via virtual learning.

Admissions to Middle School - Grades 6 to 9

The admissions process for Middle School consists of a meeting with parents and a face-to-face student interview. The applicant will sit for standardized placement assessments (PTM & PTE) as well as school-constructed Arabic language assessments. These standardized online or pencil paper assessments will determine the student’s English, Arabic and Mathematics skills.

Applicants who score below the school’s expectations in the **English entrance exams** (paper/pencil or standardized) will be required to take a WIDA assessment for specific identification of their English language needs. WIDA results might imply that the student will be temporarily enrolled in ESL classes for additional fees.

All applicants for Grades 6 and 7 who are one year behind Wellspring’s Math or MSA grade level expectations may be admitted but will be assigned mandatory reinforcement classes on Saturdays, after school or during school vacations. Individual sessions may also be offered via virtual learning. Additional charges may apply.

Lebanese applicants for Grades 8 and 9 Brevet must be at Wellspring’s expected grade level proficiency in MSA to be admitted.

It is mandatory that Expats and Dual Nationals submit the MEHE Exemption (from taking the Grade 9 official Brevet exam) at the beginning of Grade 6; thus, officializing their move from MSA to ALA.

All Exempt students beginning in Grade 6 are required to study either French or Spanish (besides English and Arabic) as a third language. Applicants are required to sit for a 3rd Language diagnostic/placement assessment during the entrance exams or at the beginning of the school year.

Admissions to Upper Middle and Secondary School – Grades 10 to 12

The admissions process for Upper Middle and Secondary Schools (Grades 10 to 12) consists of a meeting with parents and a face-to-face student interview. The applicant will sit for placement assessments in English, MSA, Math and other subjects depending on their chosen programme of study (Lebanese Sociology and Economics (SE) or IB Diploma Programme (DP)). Lebanese local applicants who have successfully passed the Grade 9 official Brevet exams and want to move to MYP Grade 10 and DP in Grades 11 and 12, must provide an official government copy of their Brevet results along with three years of previous school transcripts before application and acceptance may be considered.

Applicants for IB Full Diploma may be asked to take subject tests relevant to their course choices.

An applicant wishing to transfer into Grade 12 IB DP from a local or international IB school will be assessed on a case-by-case basis to ensure that the school can fully support the continuation

of subject groups taken in Grade 11.

Baccalaureate (BAC) SE or IB DP Lebanese applicants seeking the equivalence for Grades 11 and 12 must be at Wellspring's expected grade level Arabic proficiency in MSA to be accepted.

BAC Applicants for SE may be asked to take tests in English, MSA, Mathematics, and Economics.

There may be additional entry requirements for any student applying for admission to Grades 10, 11 and 12. This may also include a requirement to attend a Wellspring summer preparation program or a language class with extra fees.

Further details regarding language learning are found in the Wellspring Language Policy.

Appendix A - Admissions Procedure

1. Parents must begin by filling out basic demographic information through OpenApply.
2. An automated email is sent by the Director of Admissions from OpenApply to the parents asking them to complete the application form by submitting all required documents (**Ref: Appendix E**) and a non-refundable fixed application fee.
3. The Director of Admissions continues the admissions process by asking for certified report cards for the 3 previous full school years. Wellspring will request recommendations from previous schools, through referral forms sent from Wellspring to the previous school, after obtaining consent from the parents. This applies for students from Grades 1 to 12.
4. Parents or guardians commit to uploading/providing all updated requested documents prior to submission of the applicant's file.
5. The Director of Admissions will then set up interviews with the Head of School, Principal, and the Counselor (mandatory for early years and elementary) and will schedule entrance exams to be administered by the Subject Leaders (**Ref: Appendix D**)

Interviews are set up as such:

- Early Years: Three days / week – in the morning or in the afternoon: Interviewers: Head of School/EY Assistant Principal/ Director of Learning & Teaching + Counselor
- Elementary: Once a week with the Head of School, Elementary Principal, Counselor and Subject Leaders
- Middle and Secondary: Once a week with the Head of School, Principal and Subject Leaders

Applicants sit for their entrance exams on the day of the interviews

Families with more than one child and applying for different programmes will come in for “same day” interviews.

Interview feedback and exam results will be uploaded on OpenApply.

If the applicant is admitted, whenever relevant, the subject leaders may discuss the exam results and consequent action plan with the parents.

6. Candidate Review: A Deliberation Committee meets once a week to review and discuss Elementary, Middle and Secondary school applications and candidates. Admission results will be communicated to parents within 24 hours of the deliberation meeting. In certain instances, when there are concerns regarding the learning needs of the candidate, a second interview may be set with the parents during which:

- Concerns are shared
- Additional information (medical, psycho-educational reports, specific recommendation form) may be requested. Administration of the WHISK test may be requested. In this case, a second deliberation meeting will be held.

7. Communication of Admissions Results: Once a final decision has been made by the Deliberation Committee, the Admissions decision is communicated in a letter from the Director of Admissions to parents/guardians. Applicants who are accepted need to complete their file by signing or submitting further documents (**Ref: Appendix F**). Applicants who were not admitted may re-apply in the following year.

8. Conditions for acceptance, whenever applicable, are included in the letter (enrollment in ESL, LD, or receipt for settlement of individual online tutoring fees). Admission for students with Learning Diversity needs will require another meeting with the parents in the presence of the Head of School, Learning Diversity Coordinator and Counselor during which the appropriate support plan (Individualized Education Plan (IEP) or other) and contract are communicated to the parents.

9. Processing of the applicant's documents:

The Registrar does the following:

- transfers the applicant's information from OpenApply to eSchool (full name, contact details, date of birth, grade level, etc.) making sure all names are spelled according to legal documents such as a passport or National ID. The Registrar also verifies the payment of the Application Fee on the applicant's record on OpenApply.
- prepares a hard file for each student that is kept in the Registrar office with printouts of documents (from OpenApply) submitted by parents. For each new hard copy file, the Registrar will staple a document checklist to be checked off throughout the application process until the file is complete.
- keeps a soft copy of the student records by saving them in the OneDrive of the Students Records account under CCC Admissions Process or Mathaf Admissions Process. Each student will have a folder in their name.
- receives daily reports from accounting to confirm who has paid the application related fees. The registrar sends a reminder to parents who have not paid and follows-up to make sure this information is updated on OpenApply.

10. The Director of Admissions saves the assessment materials and results, as applicable, in soft copy on OpenApply under student records. They will also forward the student documents sent as email attachments to the Registrar to print them out and add them to the hard and soft files.

11. In the exceptional event where the applicant's file is not completed prior to admissions (Ref. 4.), the applicant's file must be completed within a 6-month period. The School's Registrar follows up to make sure all required documents are duly submitted. Once the offer is accepted by the family and all required payments have been made, the Director of Admissions sends a list of the new students and grade levels with the correct name spelling

to the:

- Principals: Assign a section, inform teachers, academic advisor, librarian.
- IT Department: Establish Wellspring email addresses – Register student on Managebac and on all other academic platforms.
- Nurses: Establish a medical form and review the admissions medical form.
- Accounting: Follow-up on dues and payments.
- Front Office: Register contact details (addresses, emails, and phone numbers, to send emails, SMS, bus lists).

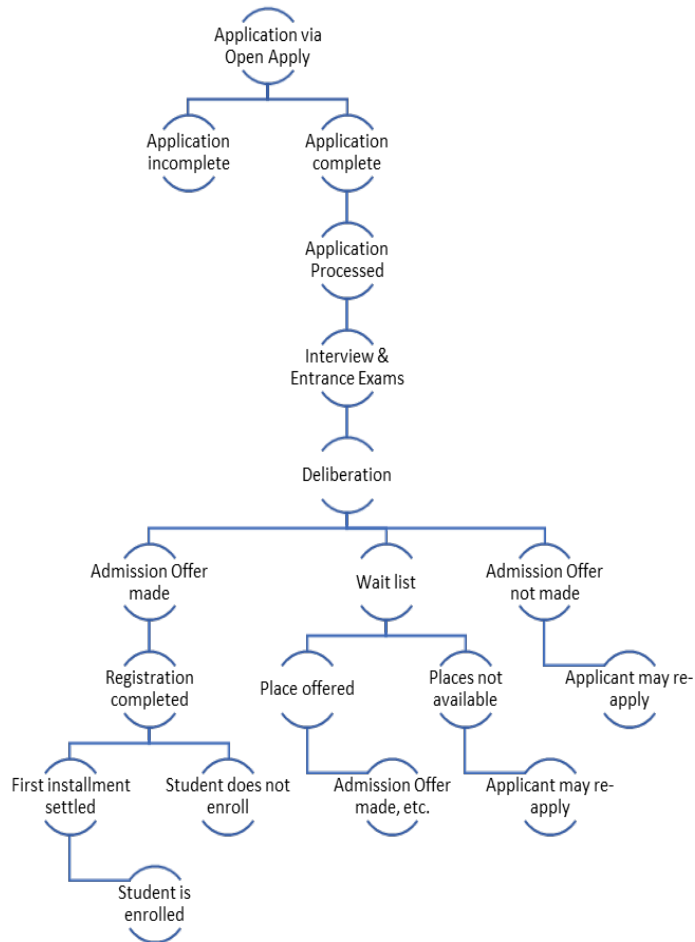
N.B.: The admissions committee will review the OpenApply application form template and set the required fields whenever necessary.

Appendix B - Grade Level Equivalence and Placement Table

| Level and Class at Wellspring | | Age by October 31 | Country Equivalences | | | | | |
|-------------------------------|------------|-------------------|----------------------|-----------------|--------------------------|----------------------|--------------------|--------------------|
| | | | France | | United States | | United Kingdom | |
| PYP | Nursery | 3 | Maternelle | Petite Section | Pre-school | Nursery | Early Years | Nursery |
| | KG1 | 4 | | Moyenne Section | | Pre-K | | Reception |
| | KG2 | 5 | | Grande Section | | KG | Key Stage 1 | Year 1 |
| | Grade 1 | 6 | Primaire | CP | Elementary School | Grade 1 | | Year 2 |
| | Grade 2 | 7 | | CE1 | | Grade 2 | Year 3 | |
| | Grade 3 | 8 | | CE2 | | Grade 3 | Key Stage 2 | Year 4 |
| | Grade 4 | 9 | | CM1 | | Grade 4 | | Year 5 |
| | Grade 5 | 10 | | CM2 | | Grade 5 | | Year 6 |
| | MYP | Grade 6 | 11 | Collège | Sixième | Middle School | Grade 6 | Key Stage 3 |
| Grade 7 | | 12 | Cinquième | | Grade 7 | | Year 8 | |
| Grade 8 | | 13 | Quatrième | | Grade 8 | | Year 9 | |
| Grade 9 | | 14 | Lycée | Troisième | High | Grade 9 | Key Stage 4 | Year 10 |
| Grade 10 | | 15 | | Seconde | | Grade 10 | | Year 11 |

| | | | | | | | | |
|----|----------|----|--|-----------|--------|----------|-------------|---------|
| DP | Grade 11 | 16 | | Première | School | Grade 11 | Key Stage 5 | Year 12 |
| | Grade 12 | 17 | | Terminale | | Grade 12 | | Year 13 |

Appendix C - Admissions Process Flowchart



Appendix D - Summary of Admissions Exams

| Grade | Nationality | | |
|------------|----------------------|---------------------------------------|---------------------------------------|
| | Lebanese Only | Dual (Lebanese and | Expatriates |
| | | | |
| N | BRIGANCE | BRIGANCE | BRIGANCE |
| KG1 | BRIGANCE | BRIGANCE | BRIGANCE |
| KG2 | BRIGANCE | BRIGANCE | BRIGANCE |
| | | | |
| G1 | Math + English + MSA | Math + English + MSA/ALA | Math + English + ALA |
| G2 | Math + English + MSA | Math + English + MSA/ALA | Math + English + ALA |
| G3 | Math + English + MSA | Math + English + MSA/ALA | Math + English + ALA |
| G4 | PTM + PTE + MSA | PTM + PTE + MSA/ALA | PTM + PTE + ALA |
| G5 | PTM + PTE + MSA | PTM + PTE + MSA/ALA | PTM + PTE + ALA |
| | | | |
| G6 | PTM + PTE + MSA | PTM + PTE + ALL + (French/Spanish) | PTM + PTE + ALA+ (French/Spanish) |
| G7 | PTM + PTE + MSA | PTM + PTE + ALL + (French/Spanish) | PTM + PTE + ALA + (French/Spanish) |
| G8 | PTM + PTE +MSA | PTM + PTE + ALL (French/Spanish) | PTM + PTE + ALA + (French/Spanish) |
| G9 | PTM + PTE +MSA | PTM + PTE + ALL (French/Spanish) | PTM + PTE + ALA + (French/Spanish) |

| | | | |
|------------|---|----------------------|---------------------------------------|
| G10 | PTM + PTE + MSA | PTM + PTE + ALL | PTM + PTE + ALA + (French/Spanish) |
| | | | |
| G11 | Subject tests for DP | Subject tests for DP | Subject tests for DP |
| G12 | Assessments for Sociology Economics LB | Subject tests for DP | Subject tests for DP |

Abbreviations:

ALL: Arabic Language and Literature

LB: Lebanese Baccalaureate

PTE: Progress Tests in English

PTM: Progress Tests in Math

Appendix E - Application Documents

Stamped Letter from your last school attended indicating attendance dates and grade levels completed (Grade level completion to be certified).

Non-refundable application fee (Paid in fresh USD cash or through the bank transfer if outside Lebanon)

• **Lebanese Students**

4 (Four) passport-size photographs (صورة شمسية 4)

Copy the Lebanese ID card (both sides) (صورة عن بطاقة الهوية اللبنانية (الوجهتين))

Copy of valid Lebanese Passport (صورة عن جواز السفر اللبناني)

New Personal Civil Status (اخراج قيد جديد)

في حال عدم التمكن من الحصول على اخراج قيد فردي جديد، يجب تصديق اخراج قيد قديم قبل ارساله

ارساله

• **Lebanese Students with Dual Passports**

4 (Four) passport-size photographs 4

Copy of the Lebanese ID card (both sides)

Copy of valid Lebanese Passport

New Personal Civil Status

Copy of valid foreign passport (main page) (صورة عن جواز السفر الأجنبي)

Copy of valid residency (صورة عن جواز الإقامة)

في حال عدم التمكن من الحصول على اخراج قيد فردي جديد، يجب تصديق اخراج قيد قديم قبل ارساله

• **Non-Lebanese Students**

Copy of valid passport (main page)

Copy of valid passport (date of entry to Lebanon, if applicable)

Copy of valid Lebanese residency permit

Grade level equivalency from the Ministry of Education (G1 and above).

Exemption from the Lebanese curriculum from the Ministry of Education (G3 and above).

Applicants to Grades 9 and above need to provide original transcripts. The Brevet grades are also required (for Lebanese applicants).

Appendix F – Admissions Documents

The following must be completed to finalize enrollment:

- The offer letter including any conditions and the payment due (to be signed)
- Health form (to be filled and signed)
- Immunization record (to be submitted)
- Financial policy and responsibility (to be signed)
- Student handbook acknowledgement slip (to be signed)
- Parental commitment agreement (to be signed)
- Bank details for internal and external transfers (to be submitted)

Appendix G – Student Academic Contract Sheet

Student Name

Grade level admitted to:

Start Date:

Subjects and levels/phases (if applicable) student will be enrolled in:

Exemptions:

Support Services:

Notes:

Date:

Signatures:

Parents: _____

Principal: _____

Programme Coordinator:

Head of School:

Appendix H

Applicants requiring English as a Second Language (ESL) support

A. ESL student needs and background profile categories

Emerging English Speakers

Students have some basic English skills but are not yet fluent or confident. They can understand simple conversations and texts but struggle with more complex vocabulary, grammatical structures, and academic language. They will need significant support to develop their communicative competence and academic English skills.

Developing English Speakers

Students can communicate in English on everyday topics but lack the academic vocabulary, complex grammatical structures, and sophisticated reading and writing skills necessary for success in an IB program. They may understand general concepts but struggle with the nuances of academic discourse, critical analysis, and extended writing. They require targeted support to bridge the gap between social and academic English.

Students with Interrupted Formal Education (SIFE) or Limited Prior Schooling

Students may have some level of English proficiency but have significant gaps in their educational background, potentially in their native language as well. This can impact their ability to acquire academic language and concepts quickly. They require not only English language support but also potentially foundational academic support to catch up.

Students from Non-English Medium Educational Backgrounds (with varying English proficiency)

Even if Students have studied English as a subject, their previous schooling was not conducted in English. They may have theoretical knowledge of grammar and vocabulary but lack the practical application and fluency required for an immersive English environment. Their level of required support will depend on the quality and intensity of their previous English instruction and their natural aptitude for language learning. This category can overlap with the above, depending on their specific English level.

Students with Specific Learning Differences Affecting Language Acquisition

Students with diagnosed learning differences (e.g., dyslexia, auditory processing disorder) may require additional or different types of English language support tailored to their specific needs, in addition to general ESL support.

B. Referral for ESL

At Wellspring PTEs are administered to assess a student's age/grade related English Attainment Level as part of the Admissions process. PTE test levels are selected in accordance with the following conversion table.

Relationship between scores

Relationship between scores

| Description | Very Low | | Below Average | | | Average | | | Above Average | | Very High | | |
|--------------------------|----------|---|---------------|----|-----|---------|----|-----|---------------|-----|-----------|----|----|
| Stanine (ST) | 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | |
| Standard Age Score (SAS) | 70 | | 80 | 90 | 100 | | | 110 | 120 | 130 | | | |
| Percentile Rank (PR) | 1 | 5 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 95 | 99 |

International - Test level age guide

| Year (UK) | Grade (US) | Grade (Indian) | IB Programme | Age of Year Group | PTE level |
|-----------|------------|----------------|--------------|-------------------|-----------|
| 2 | 1st | 1st | 1st PYP | 6-Jul | 7 |
| 3 | 2nd | 2nd | 2nd PYP | 7-Aug | 8 |
| 4 | 3rd | 3rd | 3rd PYP | 8-Sep | 9 |
| 5 | 4th | 4th | 4th PYP | 9-Oct | 10 |
| 6 | 5th | 5th | 5th PYP | 10-Nov | 11 |
| 7 | 6th | 6th | 6th PYP | 11-Dec | 11T*/12 |
| 8 | 7th | 7th | 7th PYP | Dec-13 | 13 |
| 9 | 8th | 8th | 8th PYP | 13 - 14 | 14 |
| 10 | 9th | 9th | 9th PYP | 14 - 15 | 15 |

**Level 11T should be administered at the beginning of the academic year with new Year 7/Grade 6 cohorts as a baseline assessment. PLEASE NOTE: Level 11T is not available in the UAE.*

Enrollment in ESL

Thus, any student falling below the average in either reading comprehension or English skills or both, would be asked to sit for a WIDA and enroll in ESL.

The student's ESL profile will determine the type and duration of ESL services they will require.

C. Exiting from ESL

A WIDA score that is converted to a B2 CEFR level (Ref: WIDA-CEFR Grade Level Conversion Scale, 2023) indicates the readiness of a student to exit ESL. This readiness will be confirmed by a grade level PTE assessment.

Appendix I - Learning Diversity Tiers

| Tiers | Support Needed | Description of Student Profile | Admission Criteria | Services Available | Admission Recommendation | Maximum Recommended Ratio (per class of 22 - 24) | Grading | Reporting on Progress | Prospect |
|--------|----------------|---|---|--|--|--|--------------|-----------------------|----------|
| Tier 1 | Minimal | Students with mild or occasional learning challenges (e.g., mild ADHD, some executive function difficulties). Can follow the IB curriculum with minimal accommodations. | Full academic records; No formal diagnosis required; Teacher comments show independent learning ability. Possibility of need for CAT4 assessment. | In-class strategies, check-ins, assistive tech, extended time for assessments. | <input checked="" type="checkbox"/> Admit – with LD department awareness | 3 students | Class Rating | Class Progress | NA |

| | | | | | | | | | |
|---------------|-------------------------|---|--|---|--|----------------|--------------|---------------------------------------|---------------------------------------|
| Tier 2 | Moderate | A student with diagnosed learning disability (e.g., dyslexia, ADHD, mild autism) requiring accommodations and regular learning support. | Recent psychological /educational evaluation; Evidence of prior support plans or IEP; Can access grade-level curriculum with support. | In-class support (push-in), pull-out resource room, learning strategies classes, assistive tech. May receive IEP (individual rating in some subjects) | <input checked="" type="checkbox"/> Admit with IEP plan | 2 students | Class Rating | Class Progress and LD Review Progress | Tier 1 |
| Tier 3 | High | Students with multiple or significant learning challenges; may not yet meet grade-level expectations without significant modification (e.g., moderate autism, dysgraphia + ADHD). | Updated psychological /educational evaluation and IEP or equivalent; Detailed reports from specialists; Clear parental partnership and support commitment. | Frequent pull-outs, modified assessments, regular 1:1 or small-group support, counseling. | <input type="checkbox"/> Case-by-case basis – Referral to LD Admissions Committee required | 1 student | IEP Rating | Full LD Progress Reporting | Tier 2 |
| Tier 4 | Intensive (Not offered) | Student requires individualized instruction outside of mainstream classroom for most of the day (e.g., severe autism, non-verbal, significant cognitive delay). | Comprehensive evaluation; Requires specialized setting. | Requires specialized staff and facilities not available within current school resources. | <input type="checkbox"/> Refer to alternative specialized program | Not applicable | IEP Rating | Full LD Progress Reporting | Next Grade Level (Specialized School) |