

# AMDSB JUNIOR STEPS INITIAL ASSESSMENT

STUDENT INFORMATION			
Student Name:		Date of Birth:	
Grade:		Age:	
Test Administered by:		Date:	
Position:		First Language:	
Background information:		Other Languages:	
Country of Origin		Length of time in Canada	
First Language development:			
Prior Schooling:			
ESL <input type="checkbox"/>	ELD <input type="checkbox"/>		
If student has appropriate academic language skills in L1 then check above		If student does not have age appropriate literacy in L1, has significant gaps in their education due to absence, and/or inadequate schooling then check box above	

STEPS consists of 3 components: Oral, Reading, and Writing. This initial assessment captures the placement of the student on the STEPs continua and is intended to provide teachers with a starting place for program planning. The Assessor will complete the chart below after observing the students as they perform the tasks. The Step for each component will be based on the lowest step achieved during testing in that area.

Component	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Oral						
Reading						
Writing						

The results from this chart will be entered into Maplewood; these results will be updated annually as teachers perform their ongoing assessments.

# TEACHER PROMPT S AND OBSERVATION SHEET

Question		Prompt	Observations		
1	O	What is your name?	Able to respond orally	Yes	No
	W	Can you print your name on the line?	Able to respond in print	Yes	No
2	O	Can you say or sing the alphabet?	Able to respond orally	Yes	No
	W	Can you print the alphabet?	Able to respond in print	Yes	No
	R	If the student can print the alphabet, select a few letters and ask “what is the name of this letter?” follow this activity by asking “what sound does this letter make?”	Can name all letters	Yes	No
			Can name some letters (identify gaps)	Yes	No
			Can name a few letters (Identify letters known)	Yes	No
		If the student cannot respond or responds minimally to the W and /or R portion of this question then check Step 1		R	Step 1
				W	Step 1
		Comments/Concerns			
3	O	This is an interesting picture. What is happening in this picture? What do you think about when you see this picture?	Responds, using gestures, drawing, L1 and/or single English words	O Step 1	
		Responds by retelling or recalling events or information, using English phrases and short sentences supported by teacher prompts		O Step 2	
		responds using high frequency words and words with more than one meaning , provides more details, expresses ideas and supports opinions with increasing fluency, using compound sentences		O Step 3	
		responds giving detailed explanations using high and low frequency words and complex sentences		O Step 4	
		responds using an expanded, near - grade appropriate vocabulary , giving opinions with supporting details and elaboration.		O Step 5	
		responds using wide range of social and subject specific vocabulary , a range of grammatical structures and idiomatic language effectively		O Step 6	
4	O	“Here are 4 pictures that tell a story. What do you think happened first, next, next, last?	Able to respond appropriately .	Yes	No

Question	Prompt	Observations	
4 W	Write sentences for each picture to tell the story.	writes some simple sentences, using present tense following a model	W Step 1
	Write simple sentences using familiar words and a framework provided by the teacher . •Spells some high frequency words correctly and applies a few writing conventions.		W Step 2
	writes a variety of simple and compound sentences • uses linking and transition words (e.g., <i>and, or, but</i> ) • uses simple present and simple past tenses • applies some common writing conventions with success		W Step 3
	uses a variety of vocabulary and sentence structures with increasing effectiveness •se a variety of linking words to show the relationship between and among ideas (e.g., because, before) • writes a sequence of linked , compound sentences		W Step 4
	Appropriately uses vocabulary approaching grade level and applies many grade appropriate conventions • uses verb tenses appropriate to the context • uses simple, compound and complex sentences to compose a paragraph		W Step 5
	uses grade appropriate vocabulary , grammar and spelling conventions , organizing main ideas and supporting details sequentially • uses a variety of complex sentences, transition words and phrases appropriate to the context to write a paragraph		W Step 6
COMMENTS:			

Math:

Knows digits from 1-10\_\_\_\_\_

Counts by 2 – 20\_\_\_\_\_

Counts by 10 – 100\_\_\_\_\_

Adds using 0-9\_\_\_\_\_

Subtracts using 0-9\_\_\_\_\_

Matches digits-numbers 1-10\_\_\_\_\_

READING:

Getting Started: If the student appears to be in the A-C range begin a regular running record at the A level. If the student appear to have a higher range, then use the Schonell Reading Test to determine the starting range for the Running Record.

Interpreting the Schonell: use the numeric results chart below to locate the F&P range. For example a score of 2.5 would be an F&P range of K-L

Schonell	0-.9	1-1.5-1.9	2-2.5-2.9	3-3.9	4-4.9	5-5.9	6-6.9
F&P	ABC	DEF - GHI	JK - LM	NOP	QRS	TUV	WXYZ

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## RUNNING RECORD RESULTS

\*YOU MAY NEED TO ADD YOUR OWN QUESTIONS TO THE RUNNING RECORD TO HELP YOU TO ASCERTAIN THE EXTENT TO WHICH STUDENTS CAN CONNECT THE TEXT TO THEIR OWN EXPERIENCES, AND USE FEATURES OF TEXT

INSTRUCTIONAL LEVEL				NOTES		
FLUENCY						
COMPREHENSION						
OTHER ASSESSMENT RESULTS (e.g. ES vocabulary comprehension test, PPVT....						
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Meaning  Understand and respond to texts, using strategies	Demonstrate understanding by responding to simple questions about information from a highly visual text by using a combination of visuals, L1, and English Make connections by matching words and pictures Use concepts of English print	Demonstrate understanding by making predictions before, during, and after reading, using drawings, English words and phrases, and L1 Make connections by relating content to personal experiences, using drawings, English words and phrases, and L1	Identify main ideas Make connections to other texts and personal experiences, orally or in writing by responding to teacher prompts	Make connections by expressing personal opinions about ideas presented in texts Identify main ideas and supporting details Identify point of view	Demonstrate deeper understanding of complex texts by making inferences Make connections by comparing and contrasting texts Identify point of view with supporting details	Demonstrate understanding by synthesizing information (e.g., link ideas about an environmental concerns to produce a media piece) Make connections, using a variety of strategies and resources Identify and contrast alternative points of view within a text
Form and Style Uses text features, text forms, and style to construct meaning	Locate information in a text, using visual cues	Identify and use simple text features (e.g., captions and illustrations)	Respond to questions, using text features (e.g., photographs) Identify elements of different text forms	Locate details in a nonvisual text (e.g., bus schedule, sport score statistics) Identify different text forms and how they are used to communicate information on the same topic	Describe how text features communicate meaning (e.g., maps, glossaries) Select an appropriate text form to extend understanding of a topic	Select and use a variety of text features from reading in writing Explain and justify appropriateness of text form to convey message
Fluency  Reads and understands familiar and unfamiliar words and phrases, and expands vocabulary	Recognize and comprehend high frequency words in a few contexts Decode unfamiliar words in highly visual texts by making sound-symbol connections and using dual language dictionaries	Recognize and comprehend high frequency words and phrases in multiple contexts Decode unfamiliar vocabulary supported by key visuals and dual language or English dictionaries	Locate pre-taught vocabulary for specific purpose (e.g., using anchor chart, word wall, word list, glossary) Determine the meaning of unfamiliar vocabulary, using root words, prefixes, and suffixes (e.g., respect/disrespect )	Locate and use subject specific key vocabulary (e.g., to complete graphic organizers) Use textual information to determine meaning of unfamiliar words	Incorporate low frequency vocabulary from reading into written work and oral responses Understand and explain subject-specific vocabulary in a text (e.g., civilization) Use intonation, rhythm and phrasing when reading aloud	Choose appropriate vocabulary from a variety of reading resources and incorporate into written work and oral responses Understand most vocabulary in a variety of grade-appropriate texts Adjust intonation, rhythm and phrasing, when reading aloud to convey meaning

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1 - W

My name is \_\_\_\_\_

2 - W

Print the Alphabet in the boxes

Aa

Bb

Yy

Zz

3 - O



S  
T  
U  
D  
E  
N  
T

R  
E  
S  
P  
O  
N  
S  
E  
  
S  
H  
E  
E  
T

Print the missing numbers:

<b>1</b>				
				<b>10</b>

Print the missing numbers:

<b>2</b>		<b>6</b>		
	<b>14</b>			

Print the missing numbers:

<b>10</b>			<b>40</b>	
			<b>90</b>	

Add:

$1+2=3$

$3+3=$

$5+0=$

$9+1=$

$4+4=$

$7+1=$

Subtract:

$2-1=1$

$5-2=$

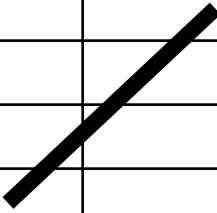
$7-6=$

$9-4=$

$8-0=$

$4-2=$

Match:

Ten		1
Two		4
Five		3
One		2
Seven		5
Nine		6
Three		7
Eight		0
Four		9
Zero		10
Six		8

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4 -O

Print the numbers from 1 to 6 in each box to show the order of events.













Write a story about the pictures:

4

-

W

S  
T  
U  
D  
E  
N  
T  
R  
E  
S  
P  
O  
N  
S  
E  
  
S  
H  
E  
E  
T

[illegible]