AMDSB PRIMARY 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 ☐	ELD ☐
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 short phrases that provide more details, expresses ideas and supports opinions with increasing fluency, using complex sentences	O Step 3	
		responds giving detailed explanations with some abstract concepts and ideas with increasing fluency, using complex sentences	O Step 4	
		responds using some age appropriate expressions and idioms, extends conversation and relates to abstract concepts	O Step 5	
		responds using complex sentences and age-appropriate expressions and idioms with fluency and clarity, using idiomatic and colloquial language	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

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Question	Prompt	Observations	
4 W	Write sentence for each picture to tell the story.	writes some simple sentences, using present tense following a model	W Step 1
	writes a short, coherent, patterned response • uses conventional spelling for common and personally relevant words • uses appropriate word order, verb tenses and subject-verb agreement in simple sentences		W Step 2
	writes a variety of simple and compound sentences • uses linking and transition words (e.g., *and, or, but)* • uses simple present and simple past tenses • applies common writing conventions		W Step 3
	uses a variety of vocabulary and sentence structure • writes explanations, using compound sentences and adding details • uses adjectives, adverbs		W Step 4
	uses vocabulary approaching grade level • uses verb tenses appropriate to the context • uses simple, compound and complex sentences		W Step 5
	uses grade appropriate vocabulary and conventions • uses a variety of complex sentences, transition words and phrases appropriate to the context		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_____

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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

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 EXTERIENCES, 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**	retells information from a text, using a combination of gestures, visuals, English, and L1 makes connections by matching words and pictures uses concepts of English print (e.g., directionality of print, English alphabet, sound/symbol patterns, upper and lower case letters)	makes predictions before, during, and after reading, using drawings, English words and phrases, and L1 makes connections by relating content in read-alouds to personal experiences, using drawings, English words and phrases, and L1	makes connections to personal experience, orally or in writing, by responding to teacher prompts • identifies the main ideas and supporting detail	makes connections to other texts and/or personal experiences, orally or in writing • identifies point of view with supporting details	makes connections by evaluating accuracy of pre-reading predictions after reading a text • summarizes information in a text	synthesizes information after reading a text
Form and Style Uses text features, text forms, and style to construct meaning	locates information in a text, using visual cues	understands functions of titles and sub-titles and other text features	locates details in a non-visual text	responds to questions, using text features	describes how text features communicate meaning	explains appropriateness of form to convey message
Fluency **Reads and understands familiar and unfamiliar words and phrases, and expands vocabulary**	reads and understands some unfamiliar words in a short, simple text • decodes unfamiliar words in highly visual texts by making sound-symbol connections	reads and understands some familiar words in a short, simple text • decodes unfamiliar words, using root words, supported by key visuals	reads and understands a larger range of unfamiliar words in an adapted text • determines the meaning of unfamiliar words, using root words, prefixes, and suffixes	reads and understands more complex words and phrases, including some idiomatic language• predicts the meaning of unfamiliar words and phrases, using contextual clues	reads and understands complex text approaching grade level	reads and understands subject-specific text at grade level

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1 - W

My name is _____

2 - W

Print the Alphabet in the boxes				A a	Bb
				Yy	Zz

3 - O

Recess!

4 -O

Order of Events?

4 - W

STUDENT RESPONSE SHEET

Write a story about the pictures:
1
2
3
4

Print the missing numbers:

1				
				10

Print the missing numbers:

2		6		
	14			

Print the missing numbers:

10			40	
			90	

Add:

1+2=3   3+3=   5+0=   9+1=   4+4=   7+1=

Subtract:

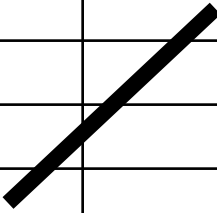2-1=1   5-2=   7-6=   9-4=   8-0=   4-2=

Match:

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