

AMDSB INTERMEDIATE 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 style="width: 40px; height: 20px;" type="checkbox"/>	ELD <input style="width: 40px; height: 20px;" 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		

MATH: STEPS MATH ASSESSMENT GRADE LEVEL: _____

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</i> , <i>or</i> , <i>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:

READING:

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....			

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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1 - W

My name is _____

2 - W

Print the Alphabet in the boxes				A a	B b
				Y y	Z z

3 - O



S
T
U
D
E
N
T

R
E
S
P
O
N
S
E

S
H
E
E
T

AMDSB INTERMEDIATE STEPS INTIAL ASSESSMENT

4 -O

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



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