

How Can I give a Report Card Mark to an ELL using STEPs?

You can assign marks or levels for the achievement of an ELL at any Step along the continuum of Language proficiency. The effectiveness of their application of skills, vocabulary, and concepts being taught is judged in the same way students with a regular program: level 1 = limited, level 2=some....

Achievement Chart for ELLs	Level 1 50–59%	Level 2 60–69%	Level 3 70–79%	Level 4 80–100%
Performs/achieves	Limited effectiveness with extensive support	Some effectiveness with some support	Considerable effectiveness with occasional support	High Degree of effectiveness without support

The difference is that an ELL will have received both **Accommodations** (i.e. **support**) and **Modifications** (i.e. limited curriculum requirements) in accordance with their current Step.

Example:, Sam is on Step 2 for Reading. Students in Step 2 must master the skill of using pre-taught vocabulary in simple sentences when responding to reading. His teacher has provided him with support during the year that has decreased over time.

Subject	Report		Strengths/Next Steps for Improvement
	1	2	
Language	<input type="checkbox"/>	NA	<i>Sam is able to use pre-taught vocabulary in simple sentences with considerable effectiveness; his next step will be to learn to use compound sentences that incorporate high frequency words with multiple meanings.</i>
Reading <input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP		B	
Writing <input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP			
Oral Communication <input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP			
Media Literacy <input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP			

In June, Sam has demonstrated that he can compose his own simple sentences to express his ideas, complete assignments, and answer questions with considerable effectiveness and only occasional supports. Sam's work is not a grade level, but his work is a level 3 in terms of his report card. By checking the ESL box, his teacher indicates that the level 3 he earned was based on a modified program. Further, Sam's work shows that he has sufficiently mastered the Step 2 expectation to be moved to Step 3 next year. His report card comment may reflect this by stating that his next step is to work on the content of the Step 3 Reading chart.

Subject	Report		Strengths/Next Steps for Improvement
	1	2	
Social Studies	<input type="checkbox"/>	NA	<i>Heritage and Citizenship: Grade 2 – Traditions and Celebrations: "Sam is able to identify examples that show the participation of various cultures in the community with considerable effectiveness. Sam completed a project on his favourite Canadian holiday using pre-taught vocabulary in simple sentences." Next year Sam will be encouraged to use a wider range of Secondary sources and to offer more detailed examples.</i>
<input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP		B	

In this case, Sam has earned a level 3 again because he used the appropriate skills for his level of English proficiency to demonstrate his understanding about the regular curriculum topic (cultures in the community. His culminating assignment had been adapted so that he was required to use only one resource and fewer language conventions than those expected of other grade 2 students. Sam showed that he understood what he was required to learn, was able to work with independence, and was successful in fulfilling most of the requirements of the adapted assignment (70-79%.) The comment refers both to the social Studies curriculum and to the Steps Charts. By checking the ESL box, the teacher has indicated this mark reflects a program that was modified for someone with limited English language proficiency.

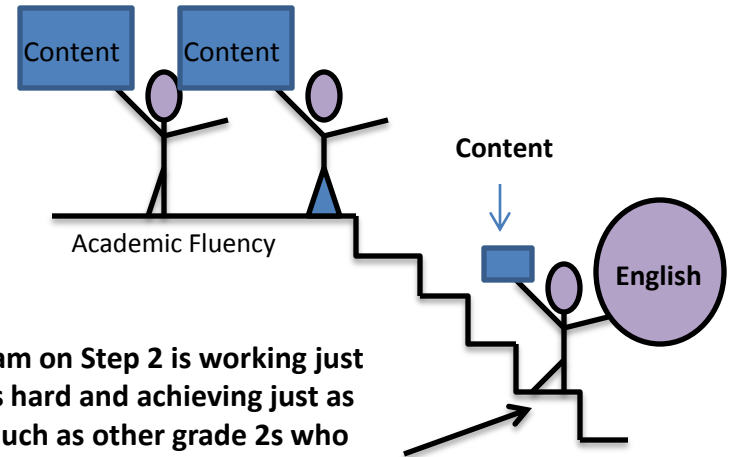
How Can I give a level 3 if the ELL is not at grade level? Is that really fair?

As an ELL at Step 2, Sam is not expected to learn the same amount of content as others - he judged mainly on how he communicates, because being fluent in the language of instruction is the most important thing an ELL has to do.

This is fair because Sam is required to learn a significant amount in terms of communication skills at the same time as he is learning new content. For English speaking students, they are only learning the content and their required learning in terms of communication although being improved is very limited compared to an ELL.

When Same reaches Step 5 , he will be expected to learn almost as much of the content because his ability to communicate will be significantly improved and the amount he will be learning less in this area like his English speaking peers. Now his teacher doesn't have to check the ESL box because his work is the same as that of others for the most part ; in a differentiated classroom Sam's needs will be met without modification. The teacher will continue to monitor his language learning using the STEPs charts to ensure fully frequency is reached. Without full fluency, ELLs cannot achieve at a level commensurate to their ability and this is inequitable.

Fluent speakers of English in Sam's class.



Sam on Step 2 is working just as hard and achieving just as much as other grade 2s who have earned a level 3. To give him a lower mark would be truly unfair!

