

How Do I Know If My Student Has Moved Forward To The Next STEP?

Example 1: student has moved one step on the Oral continua

Abe is a grade 4 student – his initial assessment placed him on Step 2 for Oral. I have highlighted the STEP 2 behaviours that I have observed in class and feel that he has mastered. Abe has **fulfilled all of the objectives for STEP 2** – he is **now a STEP 3 Oral** student.

ORAL	STEP 2	STEP 3
Listening Listen and respond for a variety of purposes	Respond to simple questions in English or L1 Restate simple instructions Identify key information from classroom discussions with teacher prompts	Answer simple questions from a story read-aloud, assigned or independent reading Repeat multi-step instructions (e.g., We need to finish the diagram; write one paragraph about it; and read it to a peer.)
Speaking Use vocabulary and other language features in a comprehensible and grammatically accurate way	Use pre-taught vocabulary in simple sentences (e.g., They grow wheat in the prairies.) Use simple conjunctions (e.g., and, or) to join words and phrases in speech	Use high-frequency words with multiple meanings appropriately (e.g., kitchen table and mathematical table) Use compound sentences in speech
Speaking Use language strategically to communicate for a variety of purposes	Make requests in familiar daily contexts Initiate and engage in social interactions with peers, using both English and L1 Ask for a question or instructions to be repeated or rephrased Use a small repertoire of conversational strategies to participate effectively in group work (e.g., contributing ideas)	Paraphrase and use conversational strategies to maintain fluency (e.g., so you mean...?) Ask follow-up questions to seek additional information Self-correct or seek confirmation that a word or expression is used correctly

Example 2: student has not moved one step on the Writing continua
Abe is a grade 4 student – his initial assessment placed him on Step 1 for Writing. I have highlighted the STEP 4 behaviours that I have observed in class and feel that he has mastered. Abe has **not fulfilled all of the objectives for STEP 1** – he remains a **STEP 1** student for **Writing** next year.

WRITING	STEP 1	STEP 2
Developing and Organizing Content Engage in prewriting to generate ideas And information	Generate ideas by answering simple questions about personal experiences in L1 or English (e.g., using a word web, drawings, or illustrations)	Generate ideas by talking or brainstorming with peers and teachers in L1 or English (e.g., using an idea web, picture and/or dual language dictionaries)
Organize ideas and information	Use sentence starters provided by the teacher to organize ideas Organize ideas by sequencing pictures	Sequence ideas, using sentence strips Use visuals in prewriting activities and in preparing drafts (e.g., word walls, word lists)
Form and Style Incorporate a variety of text forms and features in writing	Contribute to individual or collective short language experience stories, using personally relevant English words	Write simple sentences using familiar words and a framework provided by the teacher (e.g., using captions and illustrations)
Language Conventions Spell familiar and unfamiliar words, using a variety of strategies	Write key personal information (e.g., name, birthday) in English and/or L1 Write high-frequency words used in the classroom	Write common sound symbol patterns (e.g., word families) Write familiar words in English and/or L1 (e.g., lists, word walls, picture or dual language dictionaries)
Write with fluency, using a variety of Sentence structures	Write simple sentences following patterns provided by the teacher, using pre-taught or sight vocabulary	Write a simple sentence, using conjunctions (e.g., I like to run <i>and</i> jump, I will go home <i>or to</i> the library)
Use grammatical Structures appropriate to the purpose	Use orientation of English print Use upper and lower case letters Use capital letters to begin sentences Use some personal pronouns and simple verb tenses	Write simple questions Experiment with verb tenses (e.g., past, present, future) Use final punctuation (e.g., question mark, period, exclamation mark) Use capital letters for proper nouns
Revising Revise for content and clarity	Use teacher feedback and classroom resources to make corrections to individual words (e.g., word wall, anchor charts)	Correct teacher- or peer identified spelling errors by using various resources (e.g., high frequency word lists, word family lists, picture and/or dual language dictionaries)

Example 3: student has moved one step on the Reading continua

Abe is a grade 4 student – his initial assessment placed him on Step 1 for Reading. I have highlighted the STEP 1 behaviours that I have observed in class and feel that he has mastered. Abe has **fulfilled all of the objectives for STEP 1** – he will be a **STEP 2** student for **Reading** next year.

READING	STEP 1	STEP 2
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 (e.g., directionality of print, English alphabet, sound/symbol patterns, upper and lower case letters)	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
Form and Style Use 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)
Fluency Read and understand familiar and unfamiliar words and phrases, and expand vocabulary	Recognize and comprehend high frequency words in a few contexts (e.g., daily agenda, class chart) 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

How Do I complete The Purple STEPs Folder?

This row was completed by the ESL Coordinator after the initial assessment.

Name: Abe Mathews					D.O.B. 09/05/03	
DATE	SCHOOL	STEP			PROGRAM	COMMENTS
		ORAL	READING	WRITING		
09/11/11	NEH	2	1	1	ELD	L1 GERMAN
06/26/12	NEH	3	2	1	ELD	MISSED 20 DAYS

This row is filled in by the Classroom teacher. You may wish to comment on attendance, difficulties, behaviour, or anything you feel is important for the next teacher.

What Should be Inside the STEP folder?

The STEP folder should contain the initial assessment and a copy of the charts you have highlighted to indicate what elements of Oral, Reading, Writing the student has mastered.

Where Does the STEP Folder Go at The End of June?

The STEP folder must be placed in the student's OSR.