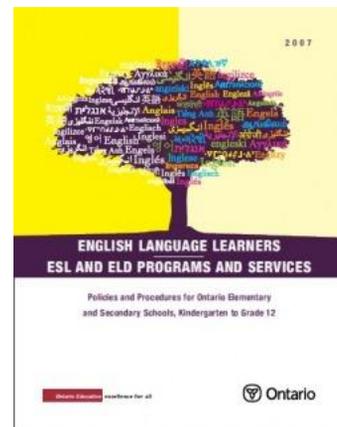




AMDSB ESL/ELD GUIDE FOR SECONDARY SCHOOLS

www.amdsbesl.com

Understanding and Fulfilling the Ministry Mandate for Supporting ELLs in our Secondary Schools



English Language Learners are:

Canadian-born ELLs – from Aboriginal communities (speak a variety of English or first language other than English), immigrant communities or from communities that have maintained a distinct cultural and linguistic tradition (e.g. Mennonites)

- *Newcomers – arrived as a result of voluntary, planned immigration process, traumatic experiences (war/famine) or international/visa students (paid fees, plan to attend university)
- Arriving at varying stages of their educational career, educational experiences, various times during school year, may/may not be separated from family.

ALL are pupils of our board and our shared responsibility

Table of Contents

1. Who are ELLs
2. Table of Contents
3. Reception
4. Initial Assessment
5. Mandate for Ongoing Assessment and Learning
6. Graduation Requirements for ELLs & Translation Services
7. What do the STEPs mean?
8. Adapting for ELLs
9. Modifications and Accommodations for ESL Steps 1-3
10. Modifications and Accommodations for ELD Steps 1-3
11. Documenting Modifications/Accommodations & Report Cards
12. The Achievement chart for ELLs
13. Charts for Modifying Learning Skills
15. EQAO and OSSLT
16. Viewing student's STEPs through Maplewood
18. Visuals for Teachers

Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12

2007

MANDATE

RECEPTION AND ORIENTATION

First impressions are important, and schools should provide a warm welcome for all English language learners and their families.

WHO DOES THIS?

In most cases, the Office Staff and Student Services, working with the Principals are the ones who greet incoming ELLs and ensure their welcome and orientation to the school. The principal is responsible for the overall efforts within a school to meet the MOE Mandates.

MANDATE

PLACEMENT OF ENGLISH LANGUAGE LEARNERS

It is important to ensure that all students, including newcomers, receive information about the full range of career possibilities and that they have support in exploring various career opportunities and the educational pathways that will help them to achieve their career goals. English language learners moving from elementary to secondary schools should also have an opportunity to begin to explore secondary school options, with support from teachers and parents.

Guidance counsellors should have discussions with English language learners in secondary schools about course selection in relation to the various pathways leading to the student's postsecondary and career goals. As part of the ongoing process of developing an educational plan, teachers and guidance counsellors should help English language learners to identify their personal goals and strategies for learning English. It is also important for teachers and guidance counsellors to schedule frequent "check-ins" with English language learners to monitor their academic achievement, participation in extracurricular activities, and social adjustment.

A student's level of proficiency in English will not influence the choice of grade placement.

In secondary schools, placement in a grade or in specific subjects will depend upon the student's prior education, background in specific subject areas, and aspirations.

In secondary school, equivalent credits for previous education, whether or not this is supported by documentation, should be awarded in accordance with policy defined in *Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements (1999)*. However, secondary school placement may be independent of equivalent credits granted. For example, a student who had successfully completed the equivalent of Grade 10 in his or her home country would be granted 16 equivalent credits, but may not have the English language proficiency to successfully take Grade 11 courses exclusively.

WHO DOES THIS?

Student Success works with Admin to place all ELLs into appropriate courses and ensure that equivalent credits are granted in a manner that supports the students' long term goals. Placement of ELLs is often quite difficult as those in the early Steps of learning English need courses that require less linguistic ability, such as Arts, Phys-Ed and in some cases locally developed credits; but these courses are planned and staffed in the Spring and may be full. Also, Student Services frequently have to place students before their language skills have been assessed and therefore adjustments may need to be made not only for ability and interest, but also for linguistic reasons over time. This early adjustment time requires staff to show patience and empathy as the situation is beyond the control of any individual and can only be resolved with teamwork.

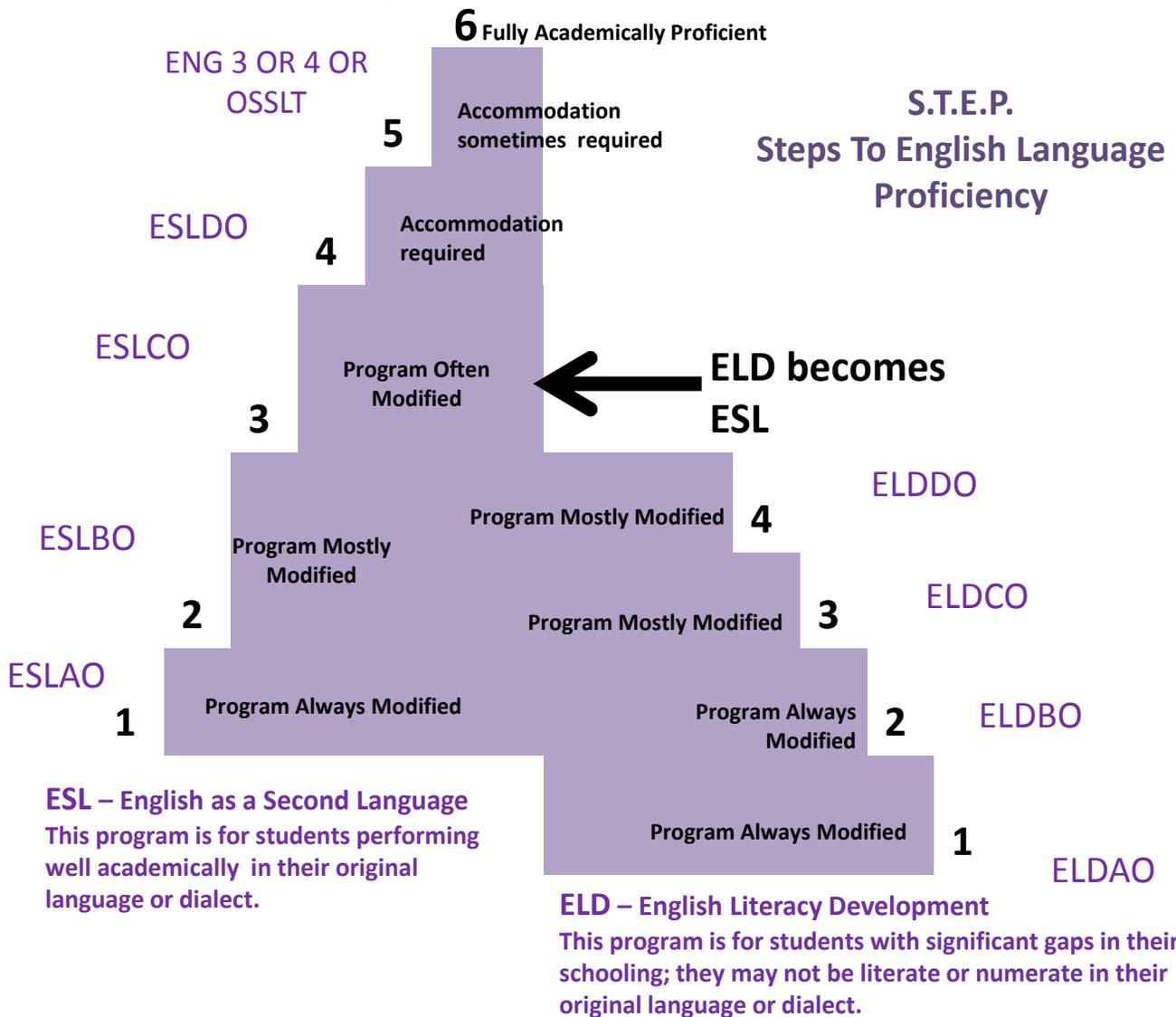
MANDATE

INITIAL ASSESSMENT OF ENGLISH LANGUAGE LEARNERS

School boards will assign staff to assess the English language proficiency of all English language learners. If initial assessment indicates that an English language learner has had limited prior schooling, the board will provide additional support to the student.

WHO DOES THIS?

The initial assessment of all ELLs is performed by the ESL/ELD Coordinator. Students are identified as needing assessment by school staff, who then contact the ESL teacher or the ESL Coordinator to request assessment; this may be done by a teacher, administrator, SERT, or Student Services staff member. Since there are many students arriving in AMDSB throughout the year, systems are in place to try to streamline assessment and ensure that students arriving at the beginning of a semester are prioritized and assessed as quickly as possible. The main focus of the assessment is to identify students who need program adaptations; this information is passed on to Students Success, Administrators, and ESL/ELD Teachers as soon as possible. Information is also shared with Classroom teachers through the Maplewood database: ELLs placed on STEPs will be updated monthly and teachers have access to a radar showing any students on STEPs in their class.



MANDATE

PROGRAMMING FOR ENGLISH LANGUAGE LEARNERS

School boards will implement programs and services that will enable English language learners to continue their education while learning English. In AMDSB, ELLs in the earliest Steps of acquiring English are provided access to ESL and ELD credits; these specialized, small group classes are based on a tutorial model where an ESL Teacher works with an ESL EA to support students in learning English for credit. ESL/ELD credits may count for a student's compulsory ENG credits up to 1 senior ENG; they may also be used as electives, but do not have to count towards a student's overall credit total if this is not desired.

ELLs are also participating and earning credits in many other courses while learning English. In all situations, English language learners must receive appropriate program support to enable them to participate successfully in Ontario schools. In AMDSB, classroom support is based on program adaptation provided by the classroom teacher: i.e. accommodations and modifications for all ELLs in Steps 1-3 ESL and 1-4 ELD.

WHO DOES THIS?

All classroom teachers are required to adapt their courses for the ELLs in Steps 1-3 ESL and 1-4 ELD, in their class; in some cases, students will be able to achieve the credit or a partial credit for the course if up to 1/3 of the Overall Expectations have been modified. Department Heads should work with teachers to support them in determining what modifications can be allowed without undermining credit integrity; usually this involves focusing on key content and how students both receive and relay back content knowledge.

MANDATE

ONGOING ASSESSMENT, EVALUATION, AND REPORTING

The school board will establish procedures for ensuring ongoing assessment of the development of proficiency in English and the academic progress of each English language learner. Progress will be reported to parents on a regular basis. The information on student achievement gathered through assessment and evaluation should be communicated to students and parents at regular intervals and in a variety of informal and formal ways, using a language that the parent is comfortable with whenever possible.

WHO DOES THIS?

Classroom teachers are responsible for reporting on the academic achievement of their students. The ESL/ELD Teacher will report through Maplewood on the linguistic progress of the ELLs up to STEP 3 ESL and Step 4 ELD.

MANDATE

When learning expectations are modified for English language learners, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to parents.

WHO DOES THIS?

Teachers will indicate, using the appropriate **box** on the report card, when modifications to curriculum expectations have been made to address the **ESL** or **ELD** needs of English language learners: i.e. ELLs up to STEP 3 ESL and Step 4 ELD.

MANDATE

GRADUATION REQUIREMENTS FOR ENGLISH LANGUAGE LEARNERS

A student entering the Ontario secondary school system at any grade level may count a maximum of 3 ESL or ELD credits as compulsory English credits. (Four compulsory English credits are required for graduation.) The remaining compulsory English credit(s) will be earned at the Grade 12 level.

The Ontario Secondary School Literacy Course (OSSLC) is a full-credit course that fulfils the Literacy requirement for graduation and can be counted as the compulsory English credit in either Grade 11 or Grade 12. This course may be offered in special sections for English language learners.

All students, including English language learners, must successfully complete the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course.

Learning expectations in the OSSLC **may not be modified** unless the English language learner has special education needs.

The OSSLC, although it can be used to fulfill the compulsory English requirement for either Grade 11 or Grade 12, may not be accepted as the Grade 12 English entrance requirement for university or college programs. English language learners should be provided with support in planning their transition to postsecondary institutions or the workplace

SUBSTITUTIONS FOR COMPULSORY COURSES

The principal has the discretion to make substitutions for a maximum of 3 compulsory courses at the secondary level to address the specific needs of English language learners.

Substitutions should be made to promote and enhance student learning, to meet special needs, or to suit specific interests.

MANDATE

When confidential information is being discussed, the interpreter should be a bilingual teacher, a professional interpreter, or an adult member of the student's family, to facilitate accuracy of translation.

Interaction with parents will further support parent engagement in the student's educational experiences and achievement. Principals can find translators through:

- a local translator
- the KW Multicultural Centre, (519) 745-2593*, Fax: (519) 745-5857, Email: interpreters@kwmc-on.com,
- Across Languages (519) 642-7247 (London area),
- Cross Cultural Learner Centre (519) 432-1133 (London area).

Successful Outcomes for English Language Learners

Most Secondary ELLs in AMDSB are in **ESL** programs and are capable of rapidly acquiring English and pursuing academic success, but they need time to get to the point where their English skills are sufficient to do so. For this reason, they are granted modifications and accommodations in regular classes that diminish over time as they become increasing fluent in Academic English. ELLs in **ELD** programs will require more time and a variety of supports as well as ELD/ESL courses; this may include opportunities for locally developed credits, dual credits, partial credits, peer tutoring, assistive technology...

<p>ESLAO: STEP 1</p> <ul style="list-style-type: none"> • Use words and phrases orally • Read adapted text (gr1-2) • Write simple sentences • Answer basic questions about familiar texts 	<p>ELDAO: STEP 1</p> <ul style="list-style-type: none"> • May or may not understand some spoken English • Are learning the alphabet and numbers • Are learning to use print • Answer basic questions about familiar texts orally
<p>ESLBO: STEP 2</p> <ul style="list-style-type: none"> • Use sentences orally and respond to social and classroom discussions with expanding comprehension • Read and respond to adapted texts (gr 3-5) • Write a series of linked, simple and compound sentences using correct grammar and punctuation • Write an article following the writing process 	<p>ELDBO: STEP 2</p> <ul style="list-style-type: none"> • Are learning to respond to structured social and classroom discussions • Can read at about a grade 1 – 2 level • Are acquiring some math skills • Write a simple sentence using a model and label diagrams with prompts
<p>ESLCO: STEP 3</p> <ul style="list-style-type: none"> • Express ideas, explain processes/procedures, and contribute to a variety of discussions using low frequency words and a variety of sentences • Read and respond to text at appropriate grade/age levels using some literary conventions to interpret and analyze different forms • Write a summary paragraph, a 5 paragraph essay, and a compare and contrast paragraph using compound and complex sentences that utilize low frequency words 	<p>ELDCO: STEP 3</p> <ul style="list-style-type: none"> • Understand some specific content and more detailed instructions • Can organize their resources and make suitable academic choices with support • Read and respond to adapted text at grade/age 2-3 levels with growing confidence • Write a compound sentence with support and compose , a series of linked simple and compound sentences using a graphic organizer • Explains to others how to follow routines and simple instructions
<p>ESLDO: STEP 4</p> <ul style="list-style-type: none"> • Participate in a wide range of academic discussion • Read/Listen to and respond to a variety of text including Shakespeare and other media using some literary conventions to interpret and analyze different forms • Organize, plan, and write essays and other forms of text to compare, contrast, argue and demonstrate a range of rhetorical styles and self editing skills 	<p>ESLDO: STEP 4</p> <ul style="list-style-type: none"> • Listen for specific information in structured and unstructured situations • Read/Listen to and respond to a variety of adapted text at a grade 3-4 level with some support • Write a simple article using the 5 Ws • Write a simple paragraph with scaffolding

How Do I Modify My Subject When I Already Have So Much To Do?

Modification for ESL Students is not as complex as you may think. Remember that they are intelligent and capable students in their own language. Start by asking yourself some basic questions:

1. What can this student understand?

- ELLs are equally intelligent to others in their class; often they are top students in their first language. If the course is age/grade appropriate, usually they have the prerequisite knowledge and skills ; it is just in their language. If content is not altered in any way to accommodate their language differences however, they will not understand very much at all, so you need to translate the course materials into their first language as much as possible.

2. How much can they understand if I offer translated versions of my content?

- Translation isn't perfect, but it will greatly increase comprehension. If you allow the student to write in their language and then translate it to English they will produce much more, but you will have to ignore grammatical problems and focus on the content of their writing. You may also have to give them an opportunity to answer your questions about what they wrote so they can clarify.

3. How Do I Offer Translation?

- Electronic text and websites can be translated through Google Translate; this can include film synopsis, essays, stories, reports, tests, ...)
- Students can use a hand held device to translate words as they work or listen to a lecture / film (just write the key words on the board or give them a list they can consult while you speak/the video plays...)

4. Is that it?

- No, you need to also provide as many visuals as possible to help students relate to the content: ie, charts, illustrations, photos, videos, posters, graphs.... You should also limit the expectations so that the student can focus on key content rather than all. That you may be presenting to the class.

5. How much content understanding is enough to get the credit?

- You can omit up to 1/3rd of the overall expectations for your course and still grant the credit. Usually it is good to eliminate things that are very abstract or require a great deal of North American background experience to be comprehensible. Remember, higher order thinking skills and problem solving are things that students are capable of, but can't really communicate /demonstrate when they are still new to a language. ESL students are only modified for a year or two at most, so they will, in time ,have many opportunities to learn and be tested on these deeper skills.

Suggested Modifications For Subject Specific Teachers Of Ells In ESL STEPs 1-3

STEP 1 :

- Select a few KEY terms with visual supports (Google images is an easy way to find pictures) that your ELLs must define, remember, explain, and give examples of for every unit/lesson.
- Have students create assignments in their language and then translate them to English: they should provide you with both versions.
- Have students work in groups, giving specific instructions to them and group members about what your expectations are. Give the group members bonus marks for supporting the ELL in reaching their goal. (TIP- this will make having a group member who is an ELL more desirable!)

STEP 2:

- Provide sentence stems for ELLs to use to form sentences they will use in their work: e.g. In my experiment, first I....., The setting of the story is ..., A good example of _____ is.....
- Provide graphic organizers with at least one part completed as an exemplar for the ELL.
- Establish a simplified word bank for ELLs to use for each lesson/unit that includes key terms, phrases, and verbs.

STEP 3:

- Use a specific list vocabulary that you have chosen as KEY to understanding the Overall Expectations for the unit as a key element of programing and assessment goals and make the ELL responsible for learning this list thoroughly.
- Simplify and Explicitly teach the key content and the structures you want students to use for communication of their understanding. (TIP: you can omit up to 1/3 of the Overall Expectations for your course and still maintain credit integrity.)

Suggested Accommodations For Subject Specific Teachers Of Ells In ESL STEPs 1-3

1. Have students turn on the **voice to text tool** in Google documents and sheets while you are speaking or while they are in a small group. Students can capture what is said and then **translate** to their own language; they can also **listen over and over** to this text to gain clarity. Another tool they can apply to the text is the **dictionary** feature as well as the **thesaurus** feature. (TIP: the computer must be within 2-3 meters of the speaker to capture their words. In small groups students be directed to speak in turns so their voices aren't being mixed up and meaning being lost; recording discussions will help everyone in the group!)
2. Turn on or have students turn on **close captioning** on their device while viewing YouTube or most online video platforms. (TIP: you can change the text in settings to many other languages providing instant **translation** onscreen for those who are literate in their first language.)
3. Simplify texts electronically using **rewordify.com** or translate them using **google translate**. (TIP: websites can also be translated into many languages)
4. Provide extra time for tests and assignments, written instructions (including how to access class websites), and KEY VISUALS that support text.

Suggested Modifications For Subject Specific Teachers Of ELLs In ELD STEPs 1-3

STEP 1 :

- Select a few KEY terms with visual supports (Google images is an easy way to find pictures) that your ELLs must ORALLY define, remember, explain, and give examples for a specific content goal for every unit/lesson.
- Have students use graphic organizers to sort and match some key details in lieu of longer assignments which they then can use to orally explain their learning to you either in person, through a podcast, or video.
- Have students work in groups, giving specific instructions to them and group members about what your expectations are. Give the group members bonus marks for supporting the ELL in reaching their goal. (TIP- this will make having a group member who is an ELL more desirable!)

STEP 2:

- Provide sentence fragments and word banks for ELLs to use to put together sentences they will use in their work: the method for creating ---- is 1, 2, 3...not 4 and not 5.
- Provide graphic organizers with at least one part completed as an exemplar for the ELL.
- Establish a simplified word bank for ELLs to use for each lesson/unit that includes a few key terms, phrases, and verbs.

STEP 3:

- Use a small, specific list vocabulary that you have chosen as KEY to understanding the Overall Expectations for the unit as a key element of programming and assessment goals and make the ELL responsible for learning this list and orally using it to communicate their understanding.
- Simplify and Explicitly teach the key content and the structures you want students to use for communication of their understanding. (TIP: you can omit up to 1/3 of the Overall Expectations for your course and still maintain credit integrity.)

Suggested Accommodations For Subject Specific Teachers Of ELLs In ELD STEPs 1-3

1. Have students turn on the **text to voice** in Google documents and sheets so that they can listen to text over and over. Have students record oral group conversations, instructions and class discussions. In some cases student will also benefit from having the speech translated to their first language; many apps can do this.
2. During instructions, experiments, videos etc.... speech and visuals can be recorded for students using tools such as a Live Scribe Pen Which has a microphone to record voice and a camera to record diagrams etc.... : other text to speech software -
Read & Write for Google Chrome: free version for Chrome
Balabolka: free to download on a PC, able to save audio files
<http://www.fromtexttospeech.com/> copy and paste text online then save file to mp3 format
<http://www.text2speech.org/> also online, creates audio file you can save, adjustable voice and speed
<http://www.appspicker.com/5-best-text-to-speech-apps-for-iphone-ipad-2016/> Voice Dream Reader app for iPhone or iPad - free with upgrades for \$ or Text to Speech app for iPad or iPhone
3. Allow students to use simple apps like Picture Collage Maker, Stop Motion animator, Animoto slideshow to video maker, etc. ... to create videos with voiceovers to illustrate, demonstrate and explain their learning.
4. Provide extra time for tests and assignments, audio instructions (including how to access class websites), and KEY VISUALS that support text.

ESL/ELD ACHIEVEMENT CHART

	Criteria	Level 1 Limited effectiveness with extensive support	Level 2 Some effectiveness with some support	Level 3 Considerable effectiveness with occasional support	Level 4 High Degree of effectiveness without support
Knowledge/ Understanding	<i>(e.g., vocabulary, grammatical structures, punctuation, terminology, forms of text and media) (e.g., information and ideas, themes in novels and short stories, literary devices, language variety)</i>				
Thinking	<p>Use of planning skills <i>(e.g., focusing an inquiry, gathering information, organizing a project)</i></p> <p>Use of processing skills <i>(e.g., selecting, analysing, generating, integrating, synthesizing, evaluating, forming conclusions)</i></p> <p>Use of critical/creative thinking processes <i>(e.g., reading process, writing process, oral discourse, research)</i></p>				
Communication	<p>Expression and organization of ideas and information in oral and visual forms <i>(e.g., presentations, dialogues, discussions, role playing, debates, graphic texts, media works) and written forms</i> <i>(e.g., journals, notes, narratives, reports, résumés, stories, poems)</i></p> <p>Communication for different audiences and purposes in oral, visual, and written forms <i>(e.g., use of English in socially and culturally appropriate ways)</i></p> <p>Use of conventions <i>(e.g., grammatical structures, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms</i></p>				
Application	<p>Application of knowledge and skills <i>(e.g., language knowledge, language learning strategies, reading strategies, Vocabulary building strategies) in familiar contexts</i></p> <p>Transfer of knowledge and skills <i>(e.g., language knowledge, language learning strategies, reading strategies, Vocabulary building strategies) to new</i></p> <p>Contexts Making connections within and between various contexts <i>(e.g., between the language and the social and cultural environment, including the school; between learning English and becoming aware of citizen responsibilities, developing personal and career goals, and understanding cultural references in literature)</i></p>				

Successful Orientation to School Life in Ontario

The Learning Skills can also be modified and assessed using 4 Steps for ELLs new to the Ontario School system; this may apply for both ELD and ESL students.

Learning Skills	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self Regulation
Developing – STEP 1	Follow basic classroom routines Demonstrate awareness of school routines	Use basic classroom tools (scissors, rulers, markers, stapler, pencil sharpener, interactive white board)	Use class time to complete tasks with teacher support Follow instructions with teacher and L1 peer support	Work together with a partner to complete a task Participate in whole class and teacher-guided, small group learning opportunities	Use relevant knowledge and experiences to build on concepts Respond positively to new learning opportunities	Demonstrate an understanding of personal strengths and learning needs Recognize the role of feedback to improve learning
	Complete and submit class work with teacher prompting	Bring required materials to class with teacher prompting		Demonstrate awareness of sensitivity and courtesy in a diverse school and community		
	Attempt homework	Use a standard page and notebook/binder format with teacher support Use tools to organize time, materials, and tasks following a teacher model				
Building-STEP 2	Follow classroom routines Locate and use school services Complete and submit class work Complete daily homework	Select and use appropriate classroom tools Bring required materials to class Use a standard page and notebook/binder format Use teacher selected tools to organize time, materials and tasks	Use class time to complete tasks Follow instructions with some teacher and L1-peer support	Work together to complete a task in a small group Contribute to whole class and teacher-directed group work Show sensitivity and courtesy in a diverse school and community	Demonstrate confidence that academic goals are achievable Approach, with curiosity, new opportunities for learning that incorporate a variety of teaching strategies	Set goals and use teacher identified strategies to achieve goals Incorporate feedback to improve learning

Learning Skills	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self Regulation
Consolidating STEP 3	<p>Explain classroom routines to a new student</p> <p>Locate and use community services</p> <p>Complete and submit multi-stage assignments with teacher monitoring</p> <p>Complete daily homework and missed work</p>	<p>Organize and maintain notebook/binder</p> <p>Use tools to organize time, materials, and tasks</p>	<p>Use class time to complete complex tasks</p> <p>Follow instructions with occasional teacher and L1-peer support</p> <p>Work effectively in a variety of locations</p>	<p>Share information, resources, and expertise to complete a group task</p> <p>Work with others to clarify and achieve group goals</p> <p>Acknowledge ideas, opinions, values and traditions of others</p>	<p>Challenge self and take risks as a learner</p> <p>Look for new opportunities for learning within the school and community</p>	<p>Set realistic goals, identify strategies, persevere over time, and monitor progress</p> <p>Seek feedback to improve learning</p>
Sustaining – STEP 4	<p>Complete and submit a multi-stage assignment with a timeline</p>	<p>Establish priorities, identify and use information to complete tasks</p>	<p>Monitor and prioritize class time to complete complex tasks in a variety of situations</p>	<p>Accept various roles and complete an equitable share of work in a group</p> <p>Work with others to resolve conflict and build consensus</p>	<p>Recognize and advocate for the rights of self and other learners</p>	<p>Set challenging goals, select strategies, persevere, and self - reflect</p> <p>Seek a variety of feedback sources to improve learning including self and peer assessment</p>

MANDATE

EQAO: IDENTIFICATION AND INVOLVEMENT OF ENGLISH LANGUAGE LEARNERS IN LARGE-SCALE ASSESSMENTS

English language learners should participate in the ...Grade 9 provincial assessment in mathematics, when they have acquired the level of proficiency in English required for success. Decisions about exemptions or deferrals will be made according to the requirements articulated in the EQAO administration guide.

English language learners should take the Ontario Secondary School Literacy Test when they have acquired the level of proficiency in English required for success.

For more detailed information refer to the EQAO administration guides

(www.eqao.com).

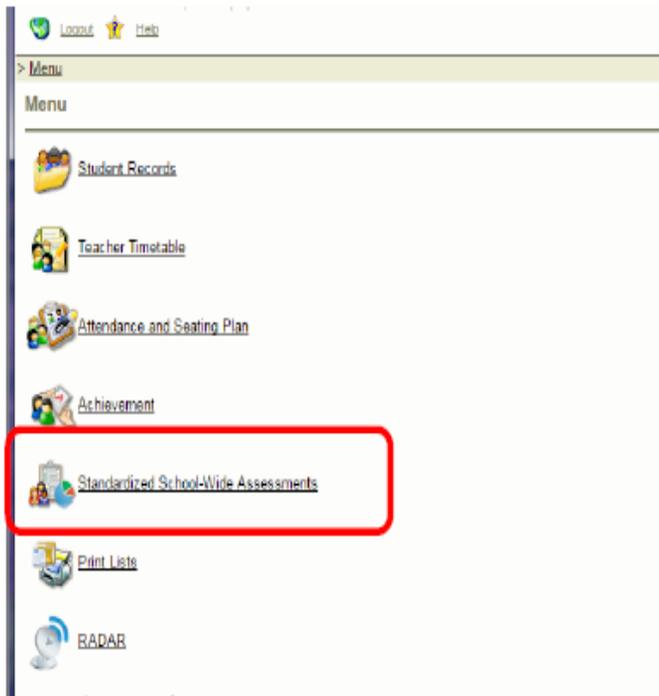
OSSLT and EXTRA TIME: Most ELLs will need extra time for testing, regardless of their STEP: “If students require **additional time** to complete a booklet, you may allow the additional time with supervision. Each booklet must be completed in one continuous sitting, with or without additional time. “ (Accommodation Guide-OSSLT-2018)

MATH

Although the Ministry’s policy states that ELLs should NOT participate in EQAO until they are at least STEP 4 (the level of proficiency required for possible success), often students will still be required to write the tests and have their tests submitted for scoring by EQAO. However, EQAO has stated that the grade 9 EQAO math result does NOT have to be used to inform the final summative marks for an ELL in the early STEPs; it may be used in part or not at all.

Viewing ESL Steps in Maplewood ConnectEd

From the main screen of Maplewood ConnectEd select the **Standardized School-Wide Assessments** link.



On next screen you have access to Standardized Assessments that have been entered or imported into Maplewood. Teachers will only have access to the students they teach. If you are SERT you will access to all students in the school.

To view a student's ESL Steps;

1. Choose to "**Filter by**" Homeroom or Class
2. Then choose the **Homeroom** the student is in (elementary) or a **Class** the student is timetabled in (secondary) from the dropdown list.
3. Select the Assessment Name, in this case **ESL Steps**.

4. Select the appropriate Assessment Period, i.e. 2017-2018
5. Select OK

In this example we are viewing **2017-2018 ESL Steps** data

> [Menu](#) > Standardized School-Wide Assessments Results

Standardized School-Wide Assessments Results

Filter By

Class
 Homeroom
 Advisor Group
 Include Deleted Students

Homeroom:

Select Assessment By

Assessment Name:

Assessment Period:

Your Homeroom or Class List will appear with data fields beside each student's name. The ELL, ESL, ELD, and Initial Steps data are imported centrally. ESL Steps are entered in the spring.

connectEd User, Admin
Logout Help

Menu > Standardized School-Wide Assessments Results > Edit Standardized School-Wide Assessments Results Session Timeout: 29:48

Edit Standardized School-Wide Assessments Results

Homeroom: R8 1B2A Tab Vertically

Assessment Name: ESL Steps Assessment Version: 2

Student	ELL English Language Learner	Has been or is in ESL Program	ESL Letter	Has been or is in ELD Program	ELD Letter	Oral		Reading		Initial Writing
						Initial Oral Numeric - 100	Spring Oral Numeric - 100	Initial Reading Numeric - 100	Spring Reading Numeric - 100	
Ba										
Ba										
Be										
Br										
Bu										
En	Y					6		1		2
En	Y					3		1		1
Gr										
Hr										
Le										
Lo	Y					2		1		1
Mi										
Pe										
Re	Y		Y			6		1		2

To leave this screen select **Cancel** if you are just viewing data. If you are entering data select **Save** or **Save & Go Back**.

To view previous school year's ESL Steps data just select the school year you wish to review in the **Assessment Period** dropdown. The data in the Spring Steps columns will be that school year's final ESL Steps evaluation.

Filter By

Class
 Homeroom
 Advisor Group
 Include Deleted Students

Homeroom:

Select Assessment By

Assessment Name:

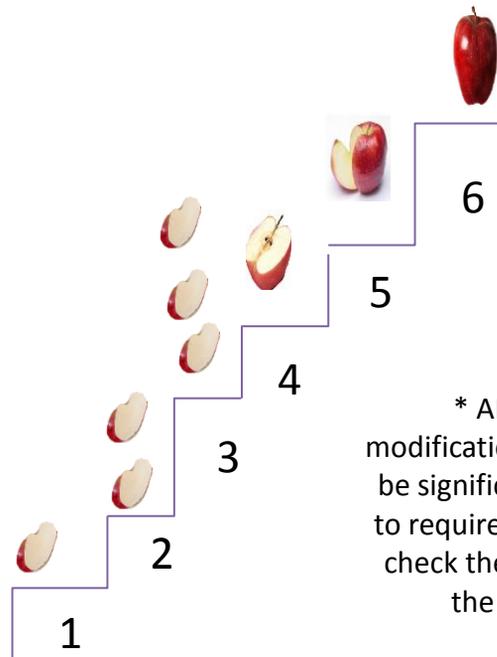
Assessment Period:

Regular
ExpectationModified
Expectation
(Content)

**Modification =
changing WHAT you
teach**



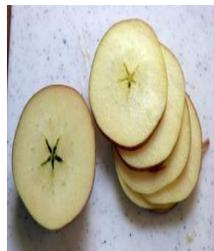
STEPS provides a
filter (Observable
Language
Behaviour charts)
that shows **HOW** to
Modify* the
curriculum at
different levels.



* AFTER Step 3,
modifications may not
be significant enough
to require teachers to
check the ESL box on
the report card.

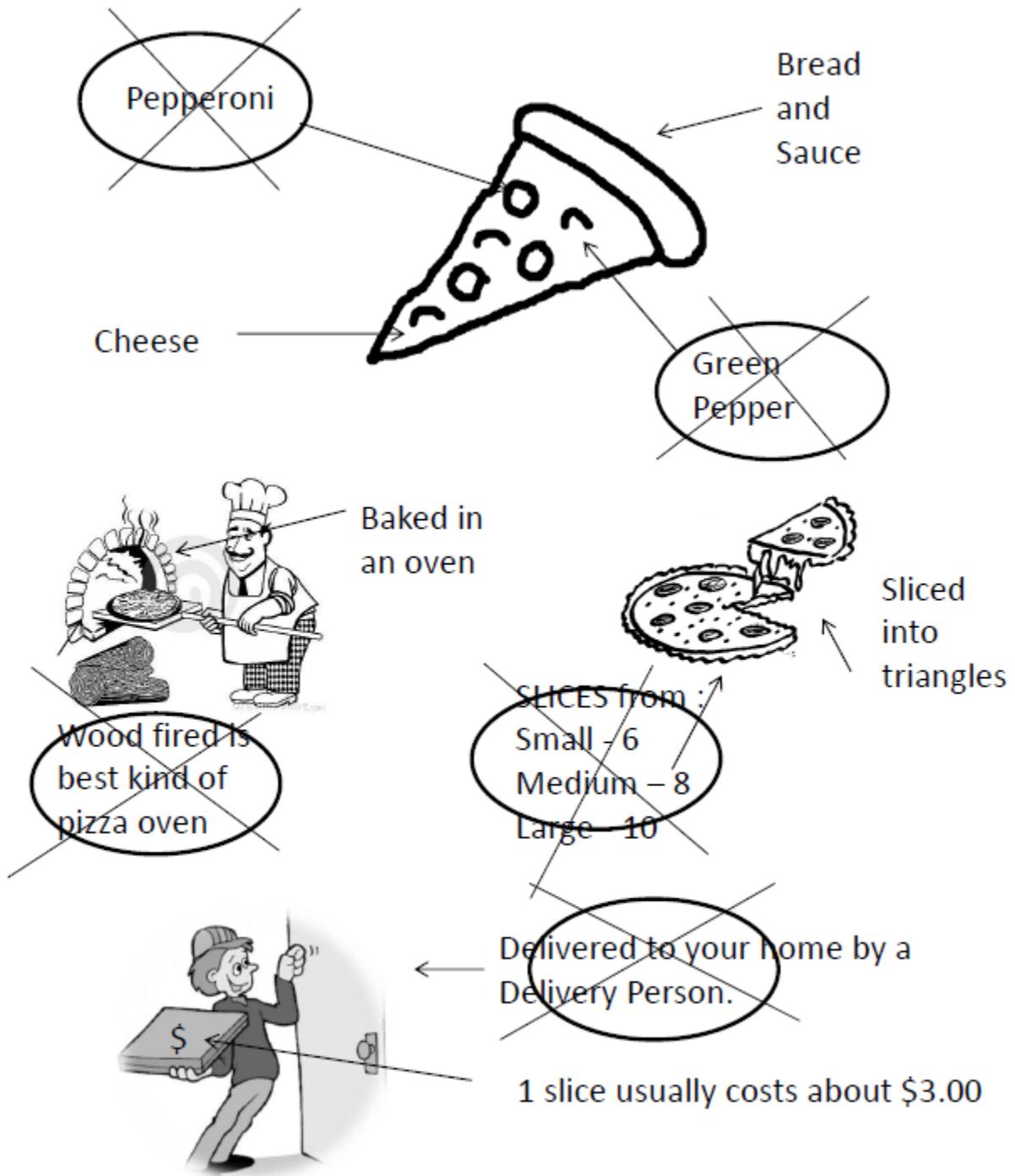
Regular
ExpectationRegular
Expectation with
Accommodations
(Strategies)

**Accommodation =
changing HOW you
teach**



Modifying Content – identify the basic information/concept a student must understand – support this learning as goal and build from there.

Key Question: What is a Pizza Slice?



✓ **Key Content: A Pizza Slice is a triangle of bread, sauce, and cheese that is baked in an oven and usually costs \$3.00.**

BLOOM'S
QUESTION TYPES
FOR STEP 1

Draw a picture to show what you think.

Design a...that will...

Create a pattern to show...

CREATING

Point to the one you like best. If...which would you choose? Arrange in order from best to worst. What is good/bad about...?

EVALUATING

Classify these... . Draw to show the main idea. Sequence the following... What are the parts of...? Which one doesn't belong?

ANALYZING

Draw to compare and contrast. Solve using this example. Choose the correct one. What is the same? What is different?

APPLYING

What is the pattern? What are the steps? How is ...different from...? Put these in order.

UNDERSTANDING

Can you find...? Point to... ? Label the.... Repeat.... Arrange the...to show....

REMEMBERING

BLOOM'S
QUESTION TYPES
FOR STEP 2

If ...then
what would
you do?
What would
happen if...?
How would
you...?

CREATING

What will happen next? If
this...then would you do
this...or that? What is
most important...least
important?

EVALUATING

Think of a new title for... how would you
arrange these into categories? How do we
know that...? What conclusions can you
draw about...? What do they relate?

ANALYZING

How would you organize... to solve...? When would you
use...? What examples can you find of...? List ways that
you could...

APPLYING

Use a word bank/wall to compare. Put the sentences in order from
first to last. What comes next in the sequence? What is
similar/different between these two...? Tell me what you know
about....

UNDERSTANDING

What did you observe? Can you find...? When/where did it happen? Who is
that? Name three things about.... List the reasons why ...

REMEMBERING

**BLOOM'S
QUESTION
TYPES FOR
STEP 3**

Compose a...
to show.... How
could you change
the story to...?
What would
happen if...?
Make a plan to
improve...

CREATING

Which would you recommend?
Why/why not? How do you
know? Why is this better than
that? How would you find out
if...? What would you do if...?

EVALUATING

Which is fact vs opinion? Why? What is
the ... part? Experiment and find which
is... what questions can you ask about...?

ANALYZING

Think of a situation where...and tell what you would
have done. Give three reasons why... How would you
use...? What do you already know about...? What
examples can you find to show...?

APPLYING

Look at this... What happened before this? What happened after?
Explain why this is the title? Retell the story. Write two or three
sentence to explain why...

UNDERSTANDING

How would you describe...? How did ... happen? What did you notice about...?
What was the main...? Where/when did it start/end? Who were the main...?

REMEMBERING