

Student Name/Student #: \_\_\_\_\_

Legend:

Grade 4- Yellow

Grade 5- Orange

Grade 6- Pink

ESL STEP: Junior	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
<b>ORAL:</b>						
<b>Listening</b> Listen and respond for a variety of purposes	Respond to personally relevant questions with gestures, and L1 interspersed with English words and phrases	Respond to simple questions in English, and L1	Respond to a simplified oral text	Respond to an oral text with linguistic complexity approaching grade level	Respond to oral texts on abstract and complex grade-level topics with vocabulary and grammar support	Respond to an oral academic text through active participation in a class discussion with some vocabulary and grammar support
<b>Speaking</b> Use vocabulary and other language features in a comprehensible and grammatically accurate way	Use familiar words to express meaning	Use pre-taught and high frequency vocabulary in simple sentences	Use key academic vocabulary and some multiple-meaning words in compound sentences	Use vocabulary to clarify/enhance meaning by incorporating low-frequency words in complex sentences	Use an expanded range of vocabulary to contribute to classroom activities	Select from a range of social and academic vocabulary to enhance meaning, using a range of grammatical structures
Use language strategically to communicate for a variety of purposes	Express personal needs using gestures, and L1 interspersed with English words and phrases	Initiate and engage in social interactions with peers, using words and phrases in English interspersed with L1	Use simple conjunctions to join words and phrases in speech	Use connecting words to show relationships between events and ideas	Use an expanded range of grammatical structures to increase speaking accuracy and clarity	
	Use non-verbal communication and personally meaningful vocabulary to convey and receive messages	Use a small range of personal and academic words and phrases to make and respond to requests in familiar situations	Use conversational strategies to maintain fluency	Use subject-specific language to state an opinion	Use language to effectively convince or persuade	Adjust speech for the appropriate purpose and audience
	Ask for key words and phrases using gestures, and L1 interspersed with English words and phrases	Initiate and engage in social interactions with peers, using words and phrases in English interspersed with L1	Ask follow-up questions to seek additional information	Rephrase information to clarify meaning		
		Use a small range of conversational strategies	Self-correct or seek confirmation that a word or expression is used correctly	Strategically use conversational norms		
<b>READING:</b>						
<b>Meaning</b> Understand and respond to texts, using strategies	Demonstrate understanding by responding to a highly visual text, using a combination of visuals, drawings, L1, pre-taught vocabulary and gestures	Demonstrate understanding by responding to a simple text with visual support using drawings, L1, pre-taught vocabulary and high-frequency words	Demonstrate understanding by responding to simple or adapted text	Demonstrate understanding by responding to authentic texts with linguistic complexity approaching grade level	Demonstrate understanding by responding to authentic texts, from a variety of genres, with linguistic complexity of early grade level	Demonstrate understanding by responding to a wide variety of grade-appropriate texts with vocabulary support
	Read and follow simply worded instructions with visual support	Read and follow short, simply worded instructions	Read and follow instructions consisting of a few steps for a variety of tasks	Read and follow instructions for multi-step tasks in a variety of academic situations	Read and follow complex instructions	
	Use concepts of English print (e.g., directionality of print, English alphabet, sound/symbol patterns, and upper and lower case letters)					
<b>Form and Style</b> Use text features, text forms and style to construct meaning	Locate information in a highly visual text, using visual cues	Identify and use common text features to locate information in a text with visual support	Identify and use some text features to locate information	Identify and use a variety of text features to locate information	Locate information on a range of topics using text features in complex texts, multimedia sources and graphic materials	Identify different text forms and features and, using academic vocabulary, explain how they help readers understand the text
<b>Fluency</b> Read and understand familiar and unfamiliar words and phrases, and expand vocabulary	Read and understand high frequency words and pre-taught vocabulary in context	Read and understand high-frequency words and phrases, some words with multiple meanings and key academic vocabulary	Read and understand pre-taught academic words	Read and understand low-frequency words, academic words and descriptive language	Read and understand low-frequency and academic vocabulary in early grade-level texts	Read and understand most vocabulary in a variety of grade-appropriate texts
	Apply sound-symbol connections to decode unfamiliar words in context	Decode unfamiliar vocabulary, using key visuals and other cueing systems	Determine the meaning of unfamiliar vocabulary, using root words, prefixes and suffixes	Determine the meaning of unfamiliar words, using context	Determine the meaning of unfamiliar words, using context, knowledge of sentence structure and sound-symbol patterns	Incorporate a variety of strategies so that unfamiliar words do not interrupt reading
<b>WRITING:</b>						
<b>Developing and Organizing Content</b> Engage in prewriting to generate ideas and Information	Generate key ideas in L1 and English using a teacher-generated model or guide	Generate ideas by brainstorming with peers and teachers in L1 and English, using graphic organizers	Generate ideas with peers, using familiar strategies	Generate ideas about a topic, using a variety of strategies	Gather information to develop ideas for writing, using a variety of sources	Locate and select relevant information for a writing topic, using multiple resources
Organize ideas and information	Organize key information, using visuals, single words and phrases, and L1 with a teacher-generated model	Organize ideas or key information using simple sentences, phrases, and L1, and a teacher-selected organizer	Sort and organize ideas or information by choosing a familiar organizer	Organize ideas and information, using a self-generated strategy	Organize main ideas and supporting details, using a variety of strategies	Organize main ideas and supporting details to develop a structured piece of writing, using appropriate strategies
<b>Form and Style</b> Incorporate a variety of text forms and features in writing	Participate in shared writing experiences, using a teacher selected text form and personally relevant English words and L1	Write simple sentences, using familiar words and a framework provided by the teacher	Write about familiar topics, using linked sentences in some text forms	Write about a range of topics, using a variety of text forms	Identify and use text forms appropriate for specific writing purposes	Write more complex texts, using a range of forms appropriate to purpose and audience
<b>Language Conventions</b> Choose words that convey specific meaning and add interest to the writing	Use appropriate vocabulary from a list with visual support for simple writing tasks	Select appropriate high-frequency words and familiar vocabulary to write about a personally relevant topic	Choose key subject-specific words to write about a topic	Choose expressive and subject-specific vocabulary to write in a variety of forms	Choose a variety of academic words to write for specific purposes	Choose vocabulary that includes figurative language to engage the reader
Write with fluency using a variety of sentence structures	Write simple sentences following a model provided by the teacher	Write compound sentences using and, but, and or	Write a variety of simple and compound sentences	Write sentences of different lengths, using complex sentences incorporating because, so, and if	Write a variety of linked simple, compound, and complex sentences	Write using a range of linked simple, compound and complex sentences suited to the purpose and form
Use grammatical structures appropriate to the purpose	Use some simple elements of English grammar	Use some elements of English grammar in simple compound sentences	Use parts of speech to strengthen writing	Write incorporating a larger variety of grammatical structures	Apply learned language structures and conventions to new writing	Communicate meaning precisely, using specific grammatical structures
Spell familiar and unfamiliar words using a variety of strategies	Write key personal information	Write words, using common sound symbol patterns	Write key subject specific vocabulary by referring to lists and resources	Write subject-specific words, using spelling rules and conventions	Write unfamiliar words, using student-selected resources	Write unfamiliar words, using a variety of spelling strategies
	Write high-frequency words	Write familiar words				
<b>Revising</b> Revise for content and clarity	Discuss writing with the teacher	Edit writing, using guiding questions provided by the teacher	Use teacher and peer feedback to edit writing	Revise to address specific writing conventions using an editing checklist	Revise after re-reading to ensure a logical and fluent presentation of information or ideas	Self-assess writing and independently choose a strategy to revise writing
	Use teacher-feedback and resources, such as word walls and anchor charts, to improve writing	Use teacher-feedback and classroom resources to revise writing	Use classroom resources and simple strategies to revise writing	Revise for clarity and flow of ideas within a paragraph		

### Additional Information

<b>Grade 4</b>  Year: _____	<b>Notes</b> (e.g. accommodations, effective assessment and/or teaching strategies, reading levels, other classroom assessments, interventions, suggested language goals/next steps, etc.)
<b>Grade 5</b>  Year: _____	<b>Notes</b> (e.g. accommodations, effective assessment and/or teaching strategies, reading levels, other classroom assessments, interventions, suggested language goals/next steps, etc.)
<b>Grade 6</b>  Year: _____	<b>Notes</b> (e.g. accommodations, effective assessment and/or teaching strategies, reading levels, other classroom assessments, interventions, suggested language goals/next steps, etc.)

### Extended Absences:

Year	Grade	Reason	Start Date	Return Date	Total # of days



### STEP Student Profile – ESL: Junior

Name: \_\_\_\_\_ IPRC  IEP

Date of Birth: \_\_\_\_\_ (dd/mm/yyyy) Country of Birth: \_\_\_\_\_

First Language (L1): \_\_\_\_\_ Literacy in L1 - *Reading*: Yes  No   
*Writing*: Yes  No

Other Languages: \_\_\_\_\_

Do parents/guardians speak English? Yes  No  Interpreter Required? Yes  No

Country of Last Residence: \_\_\_\_\_

Date of Arrival in Canada: \_\_\_\_\_ (dd/mm/yy)

UCDSB Initial Assessment Date (if applicable): \_\_\_\_\_ (dd/mm/yy)

Program Recommendation: ESL  ELD  Program Exit Date: \_\_\_\_\_ (dd/mm/yy)

Grade	LRT and/or ESL LP	Classroom Teacher/School Name	STEP Levels			Date
			Oral	Reading	Writing	
4						
5						
6						