

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

Legend:

Grade 9- Yellow

Grade 10- Orange

Grade 11- Pink

Grade 12 - Blue

ESL STEP: Secondary	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 a personally relevant question with gestures, a single word or phrase in English, and L1  Follow instructions for classroom routines using visual cues and pre-taught English words and phrases	Respond to simple questions using phrases or short sentences in English and L1  Follow simple instructions  Identify key information from classroom discussion with teacher prompts	Respond to a simplified oral text  Follow multi-step instructions  Sort and organize key information in an oral text into teacher-selected categories	Respond to an oral text with linguistic complexity approaching grade level  Sort and organize key information in an oral text	Respond to an oral text 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 language strategically to communicate for a variety of purposes	Use familiar words and phrases to express meaning  Express personal needs using gestures, and L1 interspersed with English words and phrases  Identify familiar items using personally meaningful vocabulary  Use non-verbal communication to convey and receive messages  Ask for key words and phrases using gestures, and L1 interspersed with English words and phrases	Use pre-taught and high frequency vocabulary in simple sentences  Use simple conjunctions to join words and phrases in speech  Use high-frequency words with multiple meanings Use a small range of personal and academic words and phrases to make and respond to requests in familiar situations.  Initiate and engage in social interactions with peers, using English and L1  Use a small repertoire of conversational strategies	Use compound sentences in speech  Use the definition of an unknown word to replace it  Use conversational strategies to maintain fluency Ask follow-up questions to seek additional information  Self-correct or seek confirmation that a word or expression is used correctly	Use vocabulary to clarify/enhance meaning by incorporating low frequency words in complex sentences  Use connecting words and phrases to show relationships between events and ideas  Use subject-specific language to state an opinion  Rephrase information to clarify meaning  Strategically use conversational norms	Use an expanded range of vocabulary to participate in classroom discussions  Use an increasing range of grammatical structures to increase speaking accuracy and clarity  Use language to effectively convince or persuade	Select from a range of social and academic vocabulary to enhance meaning using a range of grammatical structures  Use idiomatic language effectively  Adjust speech for the appropriate purpose and audience
<b>READING:</b>						
<b>Meaning</b> Understand and respond to texts	Demonstrate understanding by responding to a highly visual text using a combination of visuals, drawings, L1, pre-taught vocabulary and gestures  Read and follow simply worded instructions with visual support  Use concepts of English print (e.g., directionality of print, English alphabet, sound/symbol patterns, and upper and lower case letters)	Demonstrate understanding by responding to a simple text with visual support, using drawings, L1, pre-taught vocabulary and high frequency words  Read and follow short, simply worded instructions	Demonstrate understanding by responding to simple or adapted texts  Read and follow instructions consisting of a few steps for a variety of tasks	Demonstrate understanding by responding to authentic texts with linguistic complexity approaching grade level  Read and follow instructions for multi-step tasks in a variety of academic situations	Demonstrate understanding by responding to authentic texts, from a variety of genres, with linguistic complexity of early grade level  Read and follow complex instructions	Demonstrate understanding by responding to a wide variety of grade-appropriate texts with vocabulary support
<b>Form and Style</b> Understand role of text features and text forms to construct meaning	Locate information in a highly visual text, using common text features	Identify and use common text features to locate information in a text with visual support	Locate information, using some text features in a text without visual support	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 material	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  Apply sound-symbol connections to decode unfamiliar words in context	Read and understand high-frequency words and phrases, some words with multiple meanings, and key academic vocabulary  Decode unfamiliar vocabulary using key visuals and other cueing systems	Read and understand pre-taught academic vocabulary  Determine the meaning of unfamiliar vocabulary, using root words, prefixes and suffixes	Read and understand low-frequency words, academic words and descriptive language  Determine the meaning of unfamiliar words, using context and a variety of vocabulary strategies	Read and understand low-frequency and academic vocabulary in early grade-level text  Determine the meaning of unfamiliar words, using context, knowledge of sentence structure, and sound-symbol patterns	Read and understand most vocabulary in a variety of grade-appropriate texts  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  Organize ideas and information	Respond to simple questions about personal experiences, using L1 and English to generate ideas for writing  Organize ideas or key information, using visuals, single words and phrases and L1	Generate ideas by brainstorming with peers and teachers in L1 and English, using graphic organizers  Organize ideas or information, using teacher-provided graphic organizer	Generate ideas with peers, using familiar strategies  Sort and organize ideas and key information, using a familiar organizer	Generate ideas about a topic, using a variety of strategies  Organize ideas, using a self-selected strategy	Gather information to develop ideas for writing, using a variety of sources  Organize information from a variety of sources, using a self-selected strategy	Locate and select relevant information for a writing topic, using multiple resources  Organize information from multiple sources, using an effective strategy
<b>Form and Style</b> Incorporate a variety of text forms and features in writing	Follow a teacher-generated model to write a short text	Write a short paragraph, using simple compound sentences and high frequency words on a familiar topic	Write about familiar topic, using linked paragraphs and a specific text form	Write multi-paragraph texts in a variety of 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  Write with fluency using a variety of sentence structures	Use appropriate vocabulary from a list with visual support for simple writing tasks  Write simple sentences following a model provided by the teacher	Use key content words in writing from various subject areas  Write compound sentences, using <i>and</i> , <i>but</i> , and <i>or</i>	Choose key subject-specific words to write about a topic  Replace high-frequency words with lower-frequency equivalents  Write linked complex sentences  Incorporate some transition words to show relationships between ideas in linked sentences	Use expressive and subject specific vocabulary to write in a variety of forms  Use a variety of simple, compound and complex sentences to compose linked paragraphs	Choose academic vocabulary to write for a specific purpose  Use a variety of low-frequency words  Use a variety of sentence structures to write for different purposes	Select vocabulary to engage the audience and enhance purpose  Use a variety of sentence structures to elaborate ideas and enhance meaning
Use grammatical structures appropriate to the purpose	Use some simple elements of English grammar	Use some elements of English grammar in simple and 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 familiar words and key personal information	Use common sound-symbol patterns to write high-frequency words	Write subject-specific words by referring to lists and resources	Write subject-specific words, using conventional spelling rules	Write unfamiliar words, using student selected resources	Write unfamiliar words, using spelling conventions and a variety of strategies
<b>Revising</b> Revise for content and clarity	Discuss writing with the teacher  Use teacher-feedback and resources, such as word walls and anchor charts, to improve writing	Edit writing, using guiding questions provided by the teacher  Use teacher-feedback and classroom resources to revise writing	Use teacher- and peer-feedback to edit writing  Use classroom resources and simple strategies to revise writing	Revise to address specific writing conventions, using an editing checklist  Revise for clarity and flow of ideas within a paragraph	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

### Additional Information

<b>Grade 9</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 10</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 11</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 12</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: Secondary

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	
9						
10						
11						
12						