

Student Name/Student #: _____

Legend:

Grade 7- Yellow

Grade 8- Orange

| ESL STEP: Intermediate | STEP 1 | STEP 2 | STEP 3 | STEP 4 | STEP 5 | STEP 6 |
|--|---|--|---|---|---|--|
| ORAL: | | | | | | |
| Listening 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 | Respond to simple questions using phrases or short sentences in English and L1 | Respond to a simplified oral text | Respond to an oral text with linguistic complexity approaching grade level | 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 |
| Speaking Use vocabulary and other language features in a comprehensible and grammatically accurate way | Follow instructions for classroom routines using visual cues and pre-taught English words and phrases | Follow simple instructions | Follow multi-step instructions | Sort and organize key information in an oral text | | |
| Use language strategically to communicate for a variety of purposes | Use familiar words and phrases to express meaning | Use pre-taught and high frequency vocabulary in simple sentences | Use compound sentences in speech | 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 |
| | Express personal needs using gestures, and L1 interspersed with English words and phrases | Use simple conjunctions to join words and phrases in speech | Use the definition of an unknown word to replace it | Use connecting words and phrases to show relationships between events and ideas | Use an expanded range of grammatical structures to increase speaking accuracy and clarity | Use idiomatic language effectively. |
| | Use non-verbal communication and personally meaningful vocabulary to convey and receive messages | Use high-frequency words with multiple meanings | Use conversational strategies to maintain fluency Ask follow-up questions to seek additional information | 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 English and L1 | Self-correct or seek confirmation that a word or expression is used correctly | Rephrase information to clarify meaning | Use appropriate language in formal and informal situations | |
| | | Use a small repertoire of conversational strategies | | Strategically use conversational norms | | |
| READING: | | | | | | |
| Meaning 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 | 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 texts | 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) | | | | | |
| Form and Style 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 materials | Identify different text forms and features and, using academic vocabulary, explain how they help readers understand the text |
| Fluency 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 vocabulary | 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 text |
| | 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 |
| WRITING: | | | | | | |
| Developing and Organizing Content Engage in prewriting to generate ideas and information | Generate key ideas about personal experiences in L1 and English | Generate ideas by brainstorming with peers and teachers in L1 and English | 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 with a teacher-selected organizer | Sort and organize key information or ideas, using a familiar organizer | Organize information or ideas, using a self-selected strategy and a variety of resources | Organize information from a variety of sources, using a self-selected strategy | Organize information from multiple sources, using an effective strategy |
| Form and Style 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 compound sentences, using familiar words and a framework provided by the teacher | Write about familiar topics, using linked sentences and a specific text form | Write linked paragraphs 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 |
| Language Conventions 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 academic vocabulary to write for a specific purpose | Choose vocabulary that includes innovative and expressive 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 linked complex sentences | Use a variety of sentence structures to compose linked paragraphs | Use a variety of sentence structures to write for different purposes | Use a variety of sentence structures to elaborate ideas and enhance meaning |
| Use grammatical structures appropriate to the purpose | | | Incorporate some transition words to show relationships between ideas in linked sentences | | Use a variety of low-frequency words | |
| Spell familiar and unfamiliar words using a variety of strategies | 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 |
| | Write key personal information | Write words, using common sound-symbol patterns | Write key 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 spelling strategies |
| | Write high-frequency words | Write familiar words | | | | |
| Revising 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

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|--|---|
| <p>Grade 7</p> <p>Year:</p> <p>_____</p> | <p>Notes (e.g. accommodations, effective assessment and/or teaching strategies, reading levels, other classroom assessments, interventions, suggested language goals/next steps, etc.)</p> |
| <p>Grade 8</p> <p>Year:</p> <p>_____</p> | <p>Notes (e.g. accommodations, effective assessment and/or teaching strategies, reading levels, other classroom assessments, interventions, suggested language goals/next steps, etc.)</p> |

Extended Absences:

| Year | Grade | Reason | Start Date | Return Date | Total # of days |
|------|-------|--------|------------|-------------|-----------------|
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SUPPORTING ENGLISH LANGUAGE LEARNERS



STEP Student Profile – ESL: Intermediate

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 | LRC and/or ESL PRT | Classroom Teacher/School Name | STEP Levels | | | Date |
|-------|--------------------|-------------------------------|-------------|---------|---------|------|
| | | | Oral | Reading | Writing | |
| 7 | | | | | | |
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| 8 | | | | | | |
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