

Student Name/Student #: _____

Legend:

Grade 1- Yellow

Grade 2- Orange

Grade 3- Pink

ESL STEP: Primary	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
ORAL:						
Listening Listen and respond for a variety of purposes	Respond to personally relevant questions with gestures, and L1 interspersed with English words and phrases Follow simple instructions for classroom routines, using visual cues and pre-taught English words and phrases	Respond to simple questions with single words or phrases in English, and L1 Follow simple instructions	Listen to an oral text and demonstrate understanding through active participation Follow multi-step instructions	Respond to an oral text by identifying key information with teacher prompts	Respond to oral texts on 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 Use language strategically to communicate for a variety of purposes	Use familiar words to express meaning Express personal needs using gestures, and L1 interspersed with English words and phrases	Use pre-taught vocabulary in simple sentences Use simple conjunctions to join words and phrases in speech	Use high frequency words in appropriate context Use compound sentences in speech	Use high and low frequency words in appropriate context Use a teacher-selected grammatical structure to increase speaking accuracy and clarity	Use an expanded range of vocabulary to participate in classroom discussions Use a range of grammatical structures to increase speaking accuracy and clarity	Select a range of social and academic vocabulary to enhance meaning using a range of grammatical structures. Use most language structures appropriate to the grade level
	Use non-verbal communication to convey and receive messages Use gestures, key words, phrases and L1 to identify items	Use a small range of personal words and phrases to make and respond to requests in familiar situations Participate in social interactions with peers, using English and L1	Participate with some prompting in academic discussions using short phrases and sentences Initiate and engage in social interactions with peers using familiar vocabulary	Use subject-specific language to state an opinion Begin to self-correct simple grammatical errors	Use language to effectively share ideas and opinions Speak with fluency and clarity in group situations	
READING:						
Meaning 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 non-verbal cues Read and follow simply worded instructions with visual support Recognize patterns in text, directionality of print and the letters of his/her name	Demonstrate understanding by responding to a visual text, using drawings, L1, pre-taught vocabulary and high frequency words Read and follow short, simply worded instructions Recognize simple patterns in text and most upper and lower case letters of the alphabet	Demonstrate understanding by responding to a simple or adapted text supported by visuals Read and follow instructions consisting of a few simple steps for an authentic task Recognize patterns in text, upper and lower case letters and some sound/symbol patterns	Demonstrate understanding by responding to authentic texts with linguistic complexity approaching grade level Read and follow instructions consisting of multiple steps for an authentic task	Demonstrate understanding by responding to authentic texts, from a variety of genres, with the linguistic complexity of early grade level Read and follow instructions consisting of multiple steps for a variety of tasks	Demonstrate understanding by responding to a wide variety of grade-appropriate text with vocabulary support
Form and Style Use text features, text forms and style to construct meaning	Locate information in a highly visual text, using visual cues and pre-taught vocabulary	Locate information in a text, using visual cues and pre-taught vocabulary	Identify and use common text features to locate information	Identify and use a variety of text features to locate information	Identify text features and explain how they help readers understand text	Identify different text forms and features and explain how they help readers understand the text
Fluency Read and understand familiar and unfamiliar words and phrases, and expand vocabulary	Read and understand personally relevant words, using visuals and sound-symbol connections	Read and understand high frequency words and pre-taught vocabulary in context Decode unfamiliar vocabulary supported by key visuals	Read and understand pre-taught key academic words Decode unfamiliar vocabulary, using key visuals and other cueing systems	Read and understand high-frequency words and phrases and key academic vocabulary Determine meaning of some unfamiliar words, using some cueing systems	Read and understand low frequency words, phrases and academic vocabulary Determine meaning of unfamiliar words, using context, sentence structure and sound-symbol patterns	Read and understand most vocabulary in grade-appropriate texts Consistently use a variety of strategies to solve unfamiliar words
WRITING:						
Developing and Organizing Content Engage in prewriting to generate ideas and Information	Generate key ideas using L1, English, and/or visuals by answering simple questions about personal experiences	Generate ideas by brainstorming with peers and teachers in L1 and English about personally relevant topics	Generate ideas with peers, using familiar strategies	Generate ideas about a topic, using a variety of strategies and key academic vocabulary	Generate ideas, using a variety of strategies and resources and academic vocabulary	Locate and select information for a writing topic, using resources
Organize ideas and information	Organize key information, using visuals, single words and phrases, and L1 with a teacher-generated model	Organize ideas and/or key information, using visuals, L1 and English with a teacher-generated model	Sort and organize ideas or key information into teacher-selected categories	Sort and organize ideas and information, using a teacher-selected strategy	Sort and organize ideas and information, using a self-selected strategy	Sort and organize ideas and information, using an effective and efficient strategy
Form and Style Incorporate a variety of text forms and features in writing	Participate in a shared writing activity using personally relevant English words and L1	Write using a combination of pictures and familiar words	Write simple sentences using familiar words and a framework provided by the teacher	Write about a familiar topic, using linked sentences and a specific text form	Write simple texts in a form appropriate to the writing purpose	Identify and use text features and forms appropriate for specific writing purposes
Language Conventions Choose words that convey specific meaning and add interest to the writing	Select appropriate words from a list with visual support, using English and L1	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 Use some low-frequency words	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 simple sentences	Write simple compound sentences	Write a variety of simple and compound sentences	Write a variety of linked simple and compound sentences	Write a variety of simple sentences 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 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 and familiar words in English	Write personally relevant and high-frequency words in English	Write words, using common sound-symbol patterns	Write unfamiliar words, using spelling rules and conventions	Write academic vocabulary, using spelling conventions and/or by referring to lists and resources	Write unfamiliar words, using spelling conventions and a variety of spelling strategies appropriate to grade level
Revising 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 sharing writing with a partner to ensure a logical and fluent presentation of information or ideas	Using peer- and self-assessment independently choose a strategy to revise writing

Additional Information

Grade 1 Year: _____	Notes (e.g. accommodations, effective assessment and/or teaching strategies, reading levels, other classroom assessments, interventions, suggested language goals/next steps, etc.)
Grade 2 Year: _____	Notes (e.g. accommodations, effective assessment and/or teaching strategies, reading levels, other classroom assessments, interventions, suggested language goals/next steps, etc.)
Grade 3 Year: _____	Notes (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



SUPPORTING ENGLISH LANGUAGE LEARNERS



STEP Student Profile – ESL: Primary

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			
			Oral	Reading	Writing	Date
1						
2						
3						

