



STEP

Steps to English Proficiency A Guide for Users

Updated November 2015

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The term *parent* is used throughout this document to refer to the legal guardian of any student less than 18 years of age.

Context for STEP

Voices From the Field

“STEP informed the work because it gave us a platform from which to launch our journey with helping our ELL achieve their potential. Specifically, it showed us what the next “step” will be to get to the next “STEP” which enabled us to create realistic tasks, goals and success criteria to meet the Ontario Curriculum Achievement Chart and rubric.” *Professional Learning Facilitator*

“Learning about STEP and using STEP as a functional tool allows you to see value in it.” *Elementary Teacher*

“The charts are stepping stones; the “aha” moment is that I can do this on my own...and this is the ideal, for classroom teachers to be able to purposefully integrate STEP. STEP changed my practice.” *Elementary Teacher*

“It[STEP] shows what their [ELL] capabilities are now based on their Step, we can see what the next step is and from there we can see what we have to do to support their learning as they move along the continua.” *Secondary Teacher*

“I am finding STEP useful” It’s simple and has small observable changes that you can work on” *Elementary ESL Teacher*

“It’s nice to see if they have been identified as being on Step 2, then I know what they are capable of, we can now program for them.” *Secondary Teacher*

The evidence we collected throughout the CI [Collaborative Inquiry] enabled us to place ELL on the STEP continuum and gave us a baseline from which to begin programming to support the ELL’s progress through the Steps. *Professional Learning Facilitator*

“Sitting down with the student to discuss placement on STEP and what we are moving towards was beneficial for the student, teacher and family. I think it’s necessary for students to be part of the STEP assessment conversation.” *Secondary Teacher*

“I became more mindful and precise in teaching new vocabulary to ELL and all students. I paused to explain slang expressions and word meanings more often as they come up in texts and conversation. I also gained a better understanding of the utility of the STEP continua. I have been using the STEP continua as a planning tool rather than just a reporting tool.” *Elementary Teacher*

The Orientation to School Life in Ontario continuum is so helpful. When I work with teachers it helps them to realize that the students in their class need specific support. It has changed their practice; they are now thinking about their students’ needs. *Professional Learning Facilitator*

“We are realizing that if we want our students to progress from STEP 1 to STEP 2 in oral, we must add various opportunities for them to practice their words.” *ESL/Classroom Teacher team*

“We are using STEP as a lens to look at learning.” *ESL/Classroom Teacher team*

Context for STEP

What is STEP?

Steps to English Proficiency (STEP) is a framework for assessing and monitoring the language acquisition and literacy development of English language learners across The Ontario Curriculum.

STEP is one of a number of resources written to assist educators in supporting a growing demographic of English language learners in Ontario schools. To have English language learners (ELL) attain high levels of achievement, across the Ontario curriculum, teachers need resources to support programming and a means of assessing and tracking students' language proficiency over time.

The STEP resource includes oral, reading and writing continua, to support students requiring English as a Second Language (ESL) program. For students requiring an English Literacy Development (ELD) program, a continua of English language proficiency as well as literacy skills has been developed along with an Orientation to School Life in Ontario continuum. This resource was developed to guide instruction and classroom-based assessment. ESL/ELD teachers, classroom teachers, and school leaders can use the STEP continua to assess and record evidence of students' language proficiency progress gathered through day-to-day classroom learning experiences. Information from STEP, gathered over time and in various learning contexts, will be useful for school leaders, teachers, students, and parents in supporting the learning and teaching of ELL.

The STEP continua are not referenced to any external norm. Rather, STEP is referenced to a mastery criterion by which an individual English language learner is assessed independently with reference to the STEP language developmental continua.

The Purpose of STEP

The STEP resource is intended to be used for initial and ongoing assessment purposes. There are two major components:

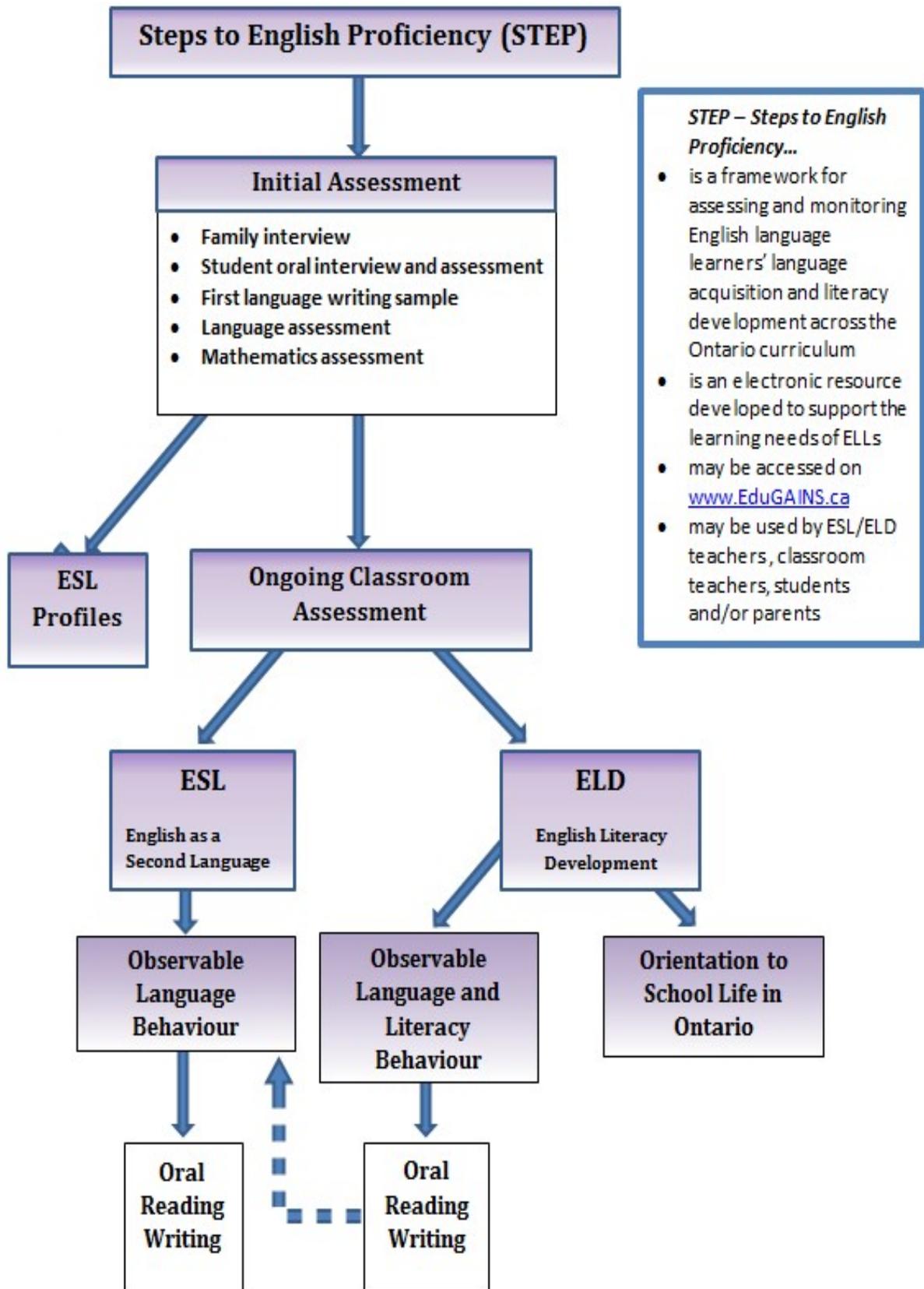
Initial Assessment allows teachers to:

- develop a student profile;
- determine placement;
- provide a starting point for instruction; and
- supports programming.

Ongoing Assessment allows teachers to:

- support planning and programming decisions;
- implement responsive differentiated instruction and assessment;
- track language proficiency and literacy development;
- select appropriate resources;
- make decisions regarding participation in and support for large-scale assessment;
- engage students in self-assessment and goal setting;
- identify possible special learning needs;
- provide students and parents with accurate indication of the child's level of English language acquisition and literacy development;
- determine discontinuation of ESL/ELD support;
- engage in reflective teacher practice; and
- professional dialogue.

Context for STEP



Context for STEP

Background

In Ontario, many students arrive in English-language schools as English language learners. These students are learning English at the same time as they are learning the curriculum. *Steps to English Proficiency (STEP)* was developed by a team of Ontario educators whose goal was to develop a set of language development continua for English language learners that would be appropriate for children and adolescents in a school setting where they are learning the language of instruction at the same time as they are learning the curriculum. The creation of STEP was developed out of a growing need for accountability with respect to English language learners. This accountability is clearly expressed in the *English Language Learners, ESL and ELD Programs and Services, Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007 (ELL Policy)* and in the *Auditor General's Annual Report, 2005*.

2005 Annual Report of the Auditor General of Ontario

In the fall of 2005, the Auditor General for Ontario reported on an audit of ESL and ELD programs in Ontario schools. The report stated that “teachers need tools for measuring the English proficiency of [English language learners] on a periodic basis” and made the following recommendation: “To help ensure that decisions about the types and amount of services and supports provided to [English language learners] are based on proper monitoring of their progress, the Ministry should develop tools that teachers can use to periodically measure students’ English proficiency...”

In response to the Auditor General’s Report, and to many other reports and position papers, the ministry commissioned research to examine and report on existing language assessments from across Canada, the United States, Australia, and Europe. This research informed the development of the resource, *Steps to English Proficiency*, specifically for use in Ontario schools.

The ELL Policy 2007

The English Language Learners, ESL and ELD Programs and Services, Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007 (ELL Policy) documents and sets out policies and procedures for the development and implementation of programs and supports for English language learners. The STEP resource is aligned with this policy and supports its implementation.

English Language Learners

English language learners are students in provincially funded English language schools whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario’s schools, and who may require focused educational supports to assist them in attaining proficiency in English.

These students may be Canadian born or recently arrived from other countries. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs.

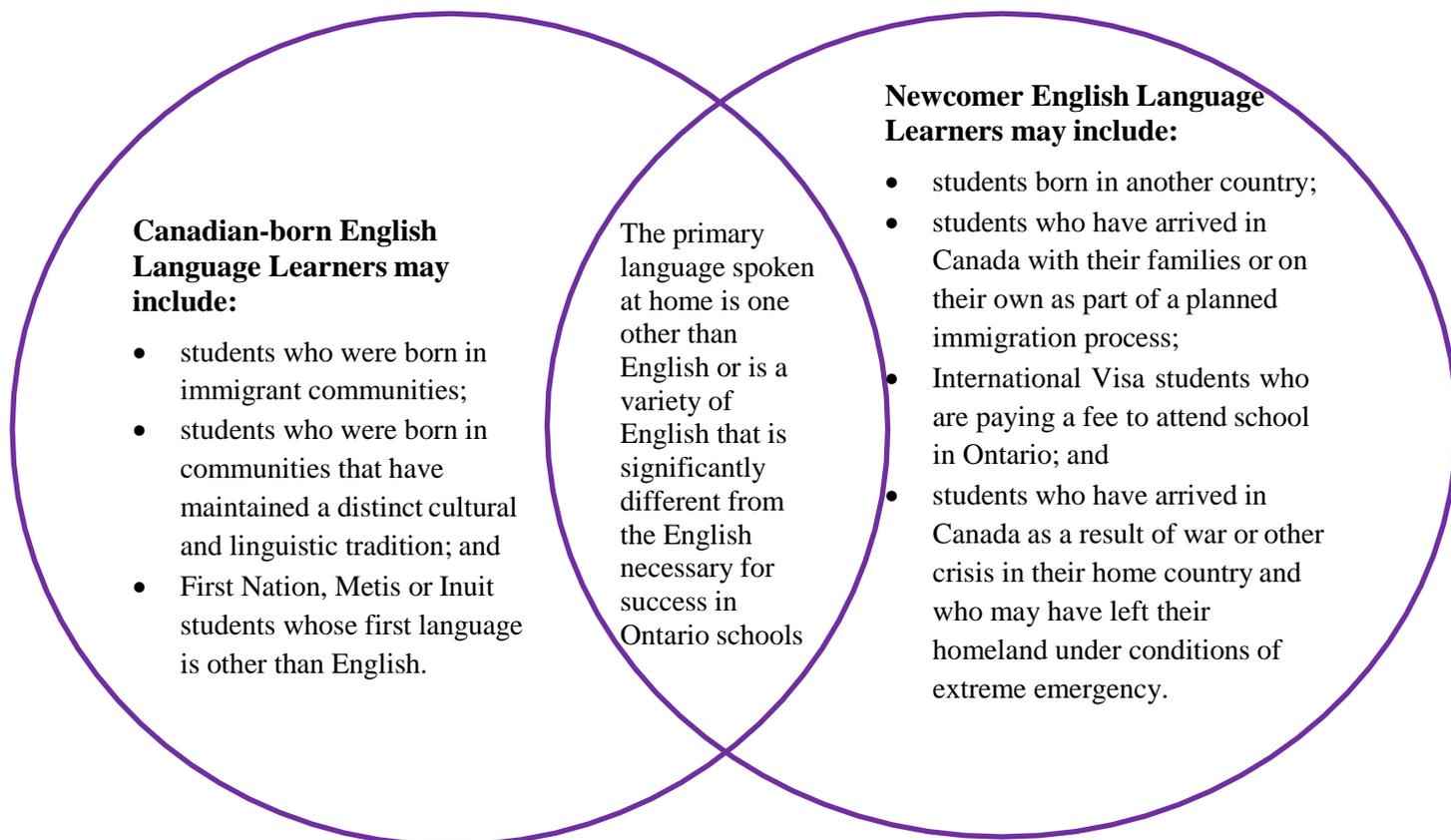
Newcomers arrive from countries around the world at various stages in their educational careers. They may arrive in their pre-school years or at any point between Kindergarten and Grade 12. They may arrive at the beginning of the school year or at any time during the school year.

Depending on their age and country of origin, they may have had varying educational experiences prior to their arrival in Canada, and consequently will require different levels of support in order to succeed in the classroom.

English Language Learners, ESL and ELD Programs and Services, Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, (2007) Section 1.2

Context for STEP

Canadian-born and Newcomer English Language Learners



English Language Learners with Limited Prior Schooling

Some students may have limited or interrupted formal schooling or no first-language literacy skills. Opportunities for early literacy instruction may have been inconsistent, disrupted, or even completely unavailable. As a result, some students arrive in Ontario schools with significant gaps in their education.

Support Programs for English Language Learners

There are two programs that support English language learners in acquiring English:

English as a Second Language (ESL) programs are for students whose first language is other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have had educational opportunities to develop age-appropriate first-language literacy skills.

English Literacy Development (ELD) programs are for students with limited prior schooling whose first language is other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs are most often from countries in which their access to education has been limited, and they have had limited opportunities to develop language and literacy skills in any language. Schooling in their countries of origin has been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school. As a result, they arrive in Ontario schools with significant gaps in their education.

English Language Learners, ESL and ELD Programs and Services, Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, (2007) Section 2.5.1

Context for STEP

The Vision of the English Language Learner in Ontario

The creation of the STEP materials was guided by a vision for the successful English language learner developed by educators from across the province. Our vision of the English language learner is one of a capable and competent student.

English language learners come with many assets and skills. They will:

- learn English at the same time as the Ontario curriculum;
- see themselves in the learning environment;
- feel that their culture and language are valued;
- have confidence to express their opinion and know they have a voice;
- meet high expectations when they are involved in setting goals;
- have opportunities to choose pathways that honour their strengths and interests.

English Language Learners with Special Needs

Some English language learners have special education needs. They are as likely as any other student to be intellectually gifted, to have a learning disability or a behavioural disorder, or even to have multiple exceptionalities.

The following policy statements provide direction on how to address the needs of English language learners with special education needs:

School boards will develop a protocol for identifying English language learners who may also have special education needs. (2.3.3)

If information from the student's home country, from initial assessment, or from early teacher observation indicates that the student may have special education needs, the student will be referred to the appropriate school team. (2.3.4)

Where special education needs have been identified, either in the initial assessment or through later assessments, students are eligible for ESL or ELD services and special education services simultaneously.

English Language Learners, ESL and ELD Programs and Services, Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007.

Many countries around the world have identification and support protocols in place that closely parallel those of Ontario. Others do not. As a result, not all students who have special education needs will come with documents similar to psychological assessment reports and/or Individual Education Plans (IEPs), and, even if they do, families may not understand when or how to share these with the school. STEP can be used to gather evidence and support their English language acquisition when supporting English language learners who are experiencing difficulties in their learning.

Context for STEP

Roles and Responsibilities

System and school leaders work in partnership with staff, parents, and students to ensure that every student has the best possible educational experience. System leaders, school leaders, classroom teachers, Educator Teams, ESL/ELD teachers, parents, and students all have a role to play.

System Leaders should support the work of school leaders and:

- ensure the board’s vision for reception, orientation, and assessment is shared and understood;
- commit to an inclusive, respectful, equitable environment for ELL by allocating and monitoring financial and human resources;
- develop a board culture that promotes shared knowledge and shared responsibility for outcomes by assisting school leaders in recognizing and articulating the learning their staff needs to support English language learners;
- ensure the board’s improvement plan for student achievement includes the needs of English language learners;
- ensure high expectations among staff for the achievement of ELL: and
- monitor the board’s implementation of the ELL Policy.

School Leaders can use the STEP resource to:

- support the implementation of board policies for programming/placement, monitoring, and tracking English language learners’ language acquisition and literacy development;
- provide data to focus discussion among staff on student-specific needs;
- make informed decisions when planning programs and resources to support English language learners;
- establish the use of common language regarding English language acquisition;
- support the English language learner’s successful transition between grades, divisions, panels, schools and post-secondary;
- identify teacher learning needs to support English language learners in language acquisition and literacy development;
- facilitate decision making and focussed support for at-risk English language learners;
- facilitate accommodations on EQAO and other large-scale assessments; and
- evaluate the effectiveness of ESL/ELD support and of the school as a language learning environment.

Classroom/Subject Teachers and Educator Teams can use information from STEP to:

- make programming decisions for English language learners when they first arrive at a school;
- inform their instructional practice;
- identify program accommodations and/or modifications;
- monitor students’ language acquisition and literacy development;
- guide the selection of resources for English language learners in their classrooms;
- design targeted, focussed assessment for and as learning in all areas of the curriculum;
- inform the discussion of language acquisition and literacy development with other professionals and parents;
- work with English language learners to set personalized, appropriate learning goals; and
- identify, as early as possible, English language learners who may have special education needs.

Context for STEP

ESL/ELD Teachers can use the STEP resource to:

- describe language acquisition to facilitate collaboration and communication;
- collaborate with colleagues in developing linguistically appropriate teaching strategies;
- collect and analyse data to assist in decision making;
- guide instructional practice;
- identify areas for accommodations and modifications;
- select resources for English language learners;
- monitor students’ language acquisition and literacy development;
- identify, as early as possible, English language learners who may have special education needs; and
- inform the discussion of language acquisition and literacy development with other professionals and parents.

Students can use information from STEP to:

- understand that language acquisition and literacy development is an ongoing process;
- understand their level of language acquisition and literacy development;
- monitor their learning and use feedback to guide their learning;
- reflect on their learning and set personal goals; and
- guide them in compiling evidence of their learning to share with teachers and parents.

Parents can use information from STEP to:

- understand language acquisition and literacy development as a long-term process that continues with different types of support;
- increase their understanding of the Ontario education system and support provided to their child;
- gain an accurate indication of their child’s level of English language acquisition and literacy development;
- participate in discussions about their child’s learning;
- understand how their child demonstrates learning in various subject areas and academic tasks; and
- assist with goal setting in partnership with their child and the school.

STEP Assessment Process

Initial Assessment

Purpose of Initial Assessment

The initial assessment is an important first step in determining an English language learner's language proficiency and literacy development in English. It is an opportunity to develop a profile that includes the student's educational, cultural, and personal background.

The purpose of the initial assessment is to determine:

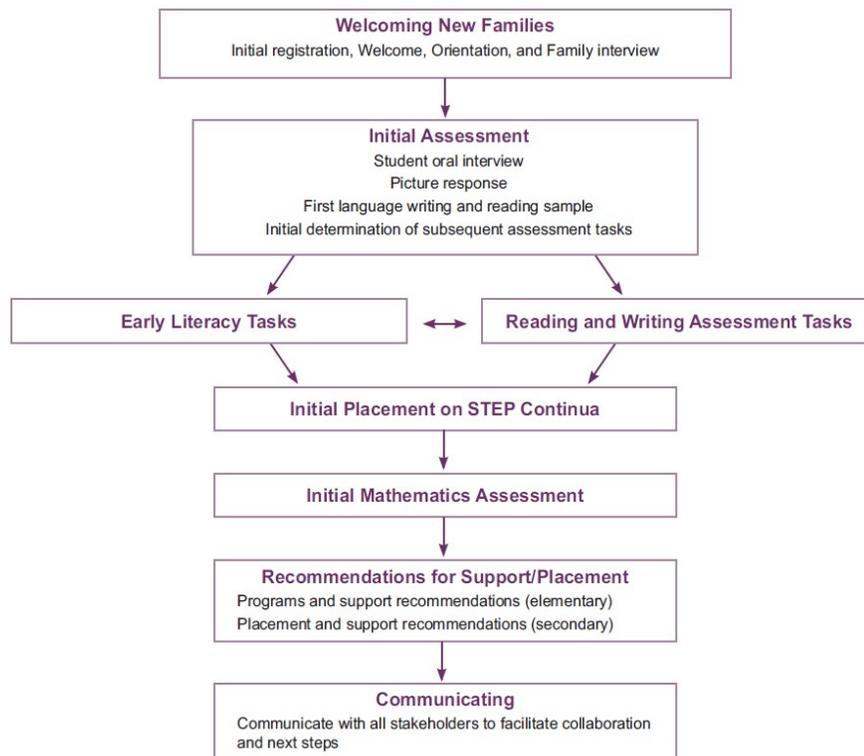
- the student's language proficiency (oral, reading, and writing) and literacy development;
- the student's mathematical skill level;
- appropriate programming supports;
- appropriate placement.

School boards will assign staff to assess the English language proficiency of all English language learners. The assessment will include:

- a structured interview to assess oral communication skills (i.e., listening and speaking);
- an assessment of reading comprehension;
- an assessment of student writing;
- an assessment of mathematical knowledge and skills.

English Language Learners, ESL and ELD Programs and Services, Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007. (2.3.1)

Initial Assessment of English Language Learners



Please consult the *STEP Initial Assessment User Guide* for more information about the initial assessment process. http://www.edugains.ca/resources/ELL/Assessment/STEP/STEP_InitialLanguageAssessment/STEPUserGuide_InitialAssessment_June2012.pdf

STEP Assessment Process

Profiles - English as a Second Language

Profiles support the transition from using the information of the STEP initial assessment to the teacher's use of the STEP ongoing classroom assessment.

To support a successful transition the ESL profiles provide information about the student's English language strengths (Oral, Reading and Writing) and some strategies to support the student in the classroom. Profiles can be used at transition points such as from initial assessment to class/program placement, or from one grade to the next. Profiles should not be used in place of the Observable Language Behaviour continua, as an ongoing assessment tool.

Profiles provide a general overview of a student's language proficiency at the end of each of the six Steps for oral, reading and writing. The profiles can be accessed at http://www.edugains.ca/newsite/ell/step/english_second_language.html

Ongoing Classroom Assessment

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.

English Language Learners, ESL and ELD Programs and Services, Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007. (2.8.1)

Ongoing assessment of student learning is an important factor in improving student achievement. The STEP ongoing assessment tool consists of continua to support ESL/ELD teachers, classroom teachers, and school leaders in meeting the needs of their English language learners. There are two sets of continua: one supports students in an ESL program and one supports students in an ELD program.

Continua

For students requiring an ESL program	
Observable Language Behaviours <ul style="list-style-type: none">• assess a student's English proficiency	Observable Language and Literacy Behaviours <ul style="list-style-type: none">• assess a student's English proficiency and literacy development
Strands <ul style="list-style-type: none">• oral, reading and writing	Strands <ul style="list-style-type: none">• oral, reading, and writing
Grade clusters <ul style="list-style-type: none">• Grades 1-3, 4-6, 7-8 and 9-12	Grade cluster <ul style="list-style-type: none">• Grades 3-12 only one cluster
6 Steps <ul style="list-style-type: none">• reflect progress from a beginner level (Step 1) towards proficiency (Step 6)• Steps 5 and 6 are considered grade appropriate	4 Steps <ul style="list-style-type: none">• reflect progress from a beginner level (Step 1) towards performance that indicates readiness for transfer to ESL support (Step 4)

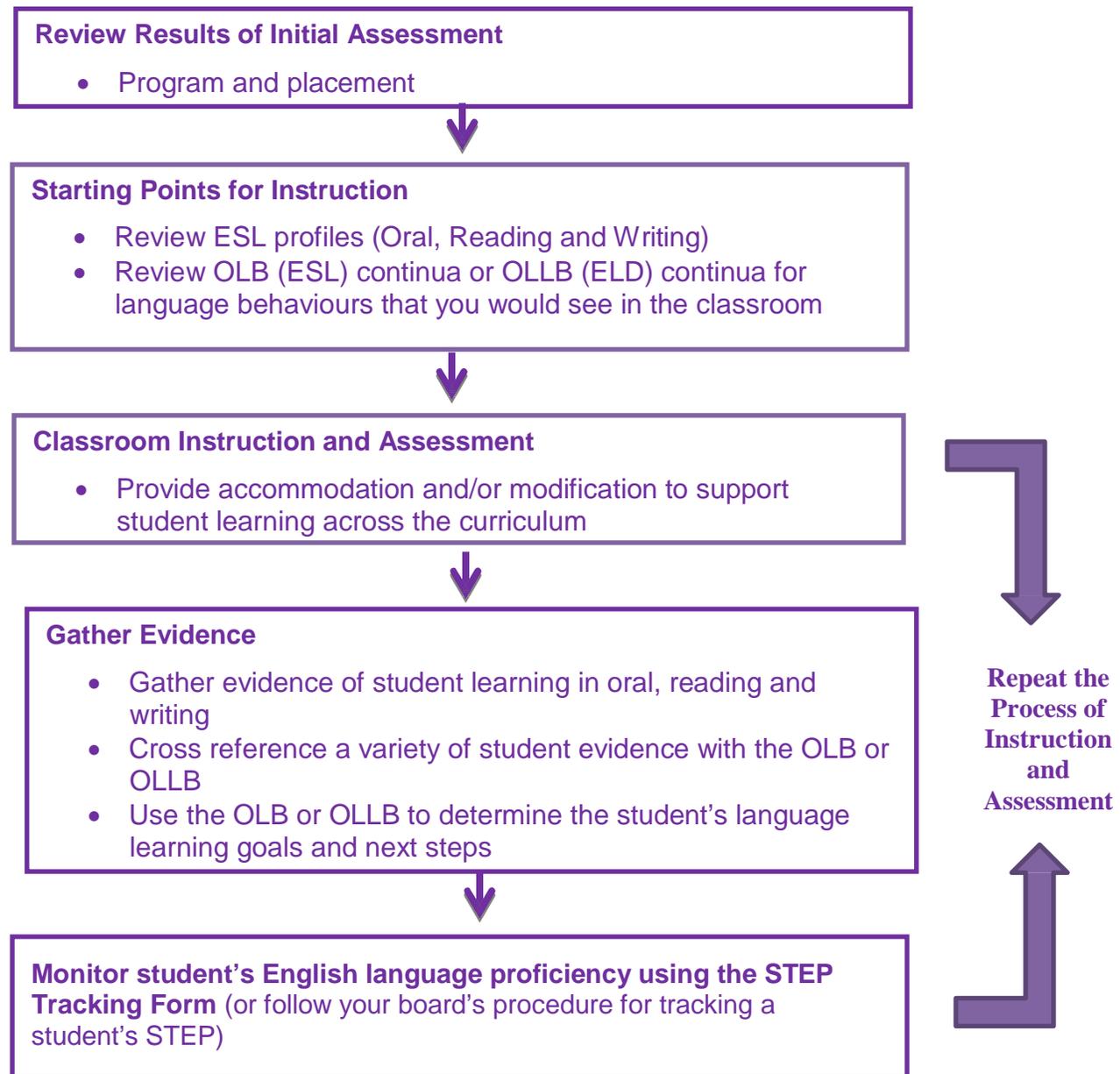
STEP Assessment Process

For students requiring an ESL program	For students requiring an ELD program
<p>Elements</p> <ul style="list-style-type: none"> name and describe the language concepts or skills that make a connection to the Ontario Curriculum 	<p>Elements</p> <ul style="list-style-type: none"> name and describe the language concepts or skills that make a connection to the Ontario Curriculum
<p>Descriptors</p> <ul style="list-style-type: none"> identify what a student can do capture distinct language behaviours that can be observed across the curriculum through daily instructional tasks 	<p>Descriptors</p> <ul style="list-style-type: none"> identify what a student can do capture distinct language and literacy behaviours that can be observed across the curriculum through daily instructional tasks

For students requiring an ELD program
<p>Orientation to School Life in Ontario continuum</p> <ul style="list-style-type: none"> assess a student's attainment of specific learning skills that are required for success in Ontario schools
<p>Learning Skills</p> <ul style="list-style-type: none"> identified horizontally and are the same as those used on the Ontario Provincial Report Card are skills that students in an ELD program may not have had the opportunity to develop at a younger age and may require explicit instruction to attain
<p>Measurement Scale</p> <ul style="list-style-type: none"> identified on the vertical axis of the continuum four point scale using <i>developing</i>, <i>building</i>, <i>consolidating</i> and <i>sustaining</i>
<p>Descriptors</p> <ul style="list-style-type: none"> describe behaviour that can be observed in a variety of settings. not all are stranded across all four levels

STEP Assessment Process

Using STEP for Ongoing Classroom Assessment



Review Results of Initial Assessment

The initial assessment is a snapshot that provides baseline information about an English language learner's level of English proficiency. When school personnel are making programming and placement decisions for the student, they should review the information from the family interview, the student's career and pathway aspirations, the oral interview, the picture response, and the language and mathematics assessment results.

Starting Points for Instruction

Profiles - Oral, Reading, and Writing

The profiles provide a general overview of a student's language proficiency at the end of each step. ESL profiles provide information about the student's English language strengths (Oral, Reading and Writing) and some strategies to support the student in the classroom. These strategies provide

STEP Assessment Process

important information as teachers begin to plan learning opportunities for the English language learner.

The Observable Language Behaviours Continua

The Observable Language Behaviours (OLB) continua support the progress of English language acquisition and inform programming decisions for English language learners. They also serve as the primary assessment and tracking tool of the STEP resource. Descriptors in these continua are intended to capture distinct language behaviours that can be observed across curriculum through daily instructional activities. Careful consideration was given when creating the OLB continua to allow for students to demonstrate higher order thinking skills at all steps including the beginning steps.

Some descriptors on the continuum:

- begin at Step 1 and may end before Step 6. Teachers can assume that this descriptor has been mastered.
- do not begin at Step 1 but begin at a more proficient Step and continue to Step 6. It can be assumed that beginning language learners are not able to master this skill until they have developed further language proficiency.

Sample Chart for ESL Continua

Element	Observable Language Behaviours (OLB)					
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Meaning Understand and respond to texts Element	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 user and	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 text 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

Element – Names and describes language concepts or skills that make a connection to The Ontario Curriculum.

Descriptor – Intended to capture distinct language behaviours that can be observed across curriculum through daily instructional activities; they identify what a student can do.

Step – The proficiency scale from Step 1 through to Step 6.

OLB – Observable Language Behaviours Continuum

Strand and Grade Cluster –The three strands are oral, reading and writing. There are four grade clusters: grades 1 -3, grades 4 – 6, grades 7 – 8 and grades 9 – 12.

STEP Assessment Process

The Observable Language Behaviours continua have two main purposes, one is to inform programming and the other is to track the student’s language proficiency.

The Observable Language Behaviours continua describe an English language learner’s English proficiency development in three broad strands – oral, reading, and writing. Each strand is guided by the Ontario language curriculum. The Oral strand is defined in terms of listening and speaking skills. Reading is organized by the elements: meaning, form and style, and fluency. The Writing strand emphasizes the view of writing as a process; progressing from prewriting and organization of ideas, to writing, and editing.

As a starting point for instruction and to inform programming, teachers should use the Observable Language Behaviours continua to:

- determine the behaviours the student is consistently demonstrating – the student may show evidence of learning on different Steps across oral, reading, and writing;
- use the descriptors of the next Step to inform instructional decisions: e.g., if the student is consistently demonstrating behaviours on Step 3 for the writing element *Form and Style*, the teacher should consider using the descriptor in Step 4 to make instructional decisions using the curriculum.

The Observable Language and Literacy Behaviours Continua

The Observable Language and Literacy Behaviours (OLLB) continua describe the English proficiency of English language learners who have limited or interrupted formal schooling and require an English Literacy Development program (ELD). The continua support the progress of English language acquisition and the development of literacy skills. They also serve as the primary assessment and tracking tool for the STEP resource. There is only one grade cluster from grades 3–12 for each strand. Descriptors have been written to capture the progress of language acquisition and skill development at all grades levels. However, teachers will need to use their professional judgement of age/grade appropriate skill demonstration, when using the continua.

The Observable Language and Literacy Behaviour Continua range from Step 1 – Step 4. When a student has demonstrated all of the descriptors on Step 4; she/he is ready for an ELD EO placement (secondary) or to transition to an ESL program.

Sample Chart for ELD Continua

Element	Observable Language and Literacy Behaviours (OLLB)			
	Step 1	Step 2	Step 3	Step 4
Listening Listen and respond for a variety of purposes	Identify familiar topics from guided classroom conversation with visual support	Identify key points from guided classroom conversation with visual support	Identify, sort, and organize key information from an oral text into teacher-selected categories	Identify, sort, and organize key information from an oral text
	Respond to a personally relevant question with gestures, words, or short phrases in English and L1	Respond to simple questions using phrases or short sentences in English and L1	Respond to a simple, oral text supported by visuals	Respond to oral texts, of increasing complexity.
	Follow instructions for classroom routines using visual cues and pre-taught English words and phrases	Follow scaffolded simple instructions	Follow multi-step instructions	
Demonstrate teacher modelled listening behaviours	Use appropriate, active listening behaviours in familiar situations	Use appropriate listening behaviours for a variety of situations		

STEP Assessment Process

Element – Names and describes language concepts or skills that make a connection to The Ontario Curriculum.

Descriptor – Intended to capture distinct language and literacy behaviours that can be observed across curriculum through daily instructional activities; they identify what a student can do.

ELD - OLLB – English Literacy Development, Observable Language and Literacy Behaviours continuum

Strand and Grade Cluster – The three strands are oral, reading and writing. There is one grade cluster for students requiring English Literacy Development support; grades 3 – 12. Teachers need to use professional judgement and knowledge of curriculum expectations and developmental appropriateness when using these proficiency scales.

Step – Steps are the proficiency scale from Step 1 through 4. There is no Step 5 or 6 on these continua because students at Step 5 or 6 should be doing grade appropriate work.

The Observable Language and Literacy Behaviour continua describe English language and literacy proficiency development in three broad strands—oral, reading, and writing. Each strand is guided by the Ontario language curriculum and the ELD curriculum. The Oral strand is defined in terms of listening and speaking skills. Reading is organized by the elements: meaning, form and style, and fluency. The Writing strand emphasizes the view of writing as a process; progressing from prewriting and organization of ideas, to writing and editing. The Observable Language and Literacy Behaviours continua have two main purposes, one is to inform programming and the other is to track the student's language proficiency and literacy development.

Students in an English Literacy Development program will have varying degrees of first language literacy experiences ranging from no exposure to limited or interrupted. This exposure will influence their rate of progress through the continua. In-depth knowledge of the student's profile will support programming decisions. Teachers need to be aware of the student's strengths and lived experiences and use these assets to build literacy skills.

As a start point for instruction and to inform programming, teachers should use the Observable Language and Literacy Behaviours continua to:

- determine the behaviours the student is consistently demonstrating – the student may show evidence of learning on different Steps across oral, reading, and writing;
- use the descriptors of the next Step to inform instructional decisions: e.g., if the student is consistently demonstrating behaviours on Step 3 for the writing element *Form and Style*, the teacher should consider using the descriptor in Step 4 to make instructional decisions using the curriculum.

The Orientation to School Life in Ontario Continuum

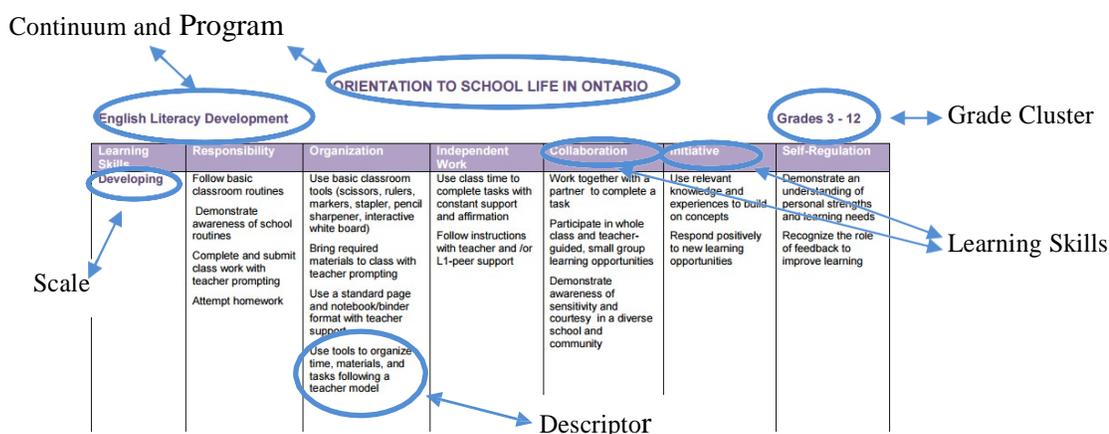
The Orientation to School Life in Ontario continuum is designed to assist teachers in programming for and supporting students with limited or interrupted formal schooling in acquiring the learning skills necessary for success in Ontario schools. Many of the students in an English Literacy Development program have had no exposure to school or classroom environments and require explicit instruction and support. The Orientation to School Life in Ontario continuum is very different from the STEP continua as it is not an assessment of language proficiency, and does not use a scale using Steps.

STEP Assessment Process

The Orientation to School Life in Ontario uses a scale of developing, building, consolidating and sustaining. You will notice that some of the descriptors at the developing level include what the educator needs to do in order for the student to demonstrate the skill. This is because at the developing level the student has not acquired the skill and requires educator instruction or prompting.

Student achievement on this continuum is not recorded or reported on in a student’s Ontario Student Record (OSR). However, this information may be considered in transition planning as a student moves from grade to grade.

Sample Orientation to School Life in Ontario Continuum Chart



Descriptor – Intended to capture distinct learning skill behaviours that can be observed across curriculum, they identify what a student can do.

Scale – A scale of developing, building, consolidating and sustaining is used.

Continuum and Program – Identify that this Orientation to School Life in Ontario continuum should only be used for students requiring an English Literacy Development program or support.

Learning Skills – The six learning skills are the same as those on the Ontario Provincial Report Card.

Grade Cluster - There is one grade cluster for students with limited or interrupted formal schooling who require this specific support; grades 3 – 12. Teachers need to use professional judgement and knowledge of age and grade appropriate learning skills when using these proficiency scales.

STEP Assessment Process

Classroom Instruction and Assessment

Teachers must adapt their classroom program in order to facilitate the success of English language learners. English language learners are accomplishing two simultaneous tasks: they are learning the curriculum while also learning the language of instruction. The teacher needs to adapt instruction and assessment for English language learners as they acquire English proficiency. Adaptations can include modifications and/or accommodations. For English language learners at the early Steps of language acquisition, the teacher may need to modify the curriculum expectations, in some or all curriculum areas.

When adaptations are required it is important to consider the student's strength, needs and learning skills in relation to the grade-level curriculum expectations and their English language acquisition. This information together helps us to ensure the intentional design of the learning and teaching that supports English language learners.

While the degree of program adaptations required will decrease over time, English language learners continue to need some level of program support in order to experience school success. Most English language learners require accommodations for an extended period long after they have achieved proficiency in conversational English.

The STEP reading continuum can be helpful to teachers in informing decision about appropriate reading material for English language learners. Please see the chart on page 26 for more information.

Growing Success - Assessment, Evaluation and Reporting in Ontario Schools page 76-78 provides more information about accommodating and modifying program for English language learners.

Gather Evidence

Teachers gather information about their students' prior knowledge, language needs, and learning in a variety of ways. The educational strengths and needs of English language learners can be identified most effectively by using multiple forms of classroom assessments in oral communication, reading, and writing. Language learning is developmental and involves experimentation and approximation. Teachers should provide students with many opportunities to demonstrate what they know and what they can do. The OLB and OLLB continua provide information to support the student's language acquisition. These continua are used to support appropriate programming decisions for each English language learner. Teachers need to be aware of the descriptors on the OLB and OLLB continua when developing tasks to provide opportunities for students to demonstrate their learning and support their language acquisition.

Monitor Student's English Language Proficiency and Tracking STEP Progress

Teachers use the STEP Tracking Form to record a student's current Step, determined by the student's most recent and consistent performance on the Observable Language Behaviours or the Observable Language and Literacy Behaviour continua. Each strand, oral, reading and writing should be reported on individually. To determine the Step level to record for an English language learner all descriptors at a specific Step level need to be completed (samples on page 20-22). It is recommended that school districts follow this procedure.

The exception to this is a student who has very limited proficiency in English and can demonstrate none or only some of the descriptors in Step 1. This student would be recorded as Step 1, the same as a student who has completed all of the descriptors in Step 1. Some school districts are recording that the student with very limited proficiency as "Not on Step" or "Working towards Step 1"; this would also be an acceptable method of recording.

This reporting aligns with the placement of secondary English language learners in the appropriate ESL or ELD course.

STEP Assessment Process

Using the STEP Tracking Form

- Initiate during the initial assessment
- Update at least once during each school year and place in the OSR
- Update when a student changes schools, moves from an ELD to an ESL program, or a secondary student enrolls in a new ESL or ELD course
- Record the lowest Step where a student exhibits skill development across multiple steps within a strand
- Follow the school and/or board procedures to share the STEP Tracking Form as students move from grade to grade or transition between schools

Information on each English language learner's level of English language acquisition will be summarized and included in the Ontario Student Record at least once in each school year.

English Language Learners, ESL and ELD Programs and Services, Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007) Section 2.8.4

An example:

In the continua below, the highlighted descriptors describe what the student can consistently achieve. The student's progress in one strand can bridge Steps and progress is not always consistent across the oral, reading, and writing strands.

In the element, Listening, the student has consistently achieved language proficiency of Step 4 and is currently working on the skill in Step 5 but for Speaking the student has consistently achieved the language proficiency of Step 3 and is still working on two skills in Step 4. On the Tracking Form the student would have consistently completed Step 3 for Oral, and be recorded as Oral Step 3.

Oral Continuum						
Element	Observable Language Behaviours (OLB)					
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Listening Listen and respond for a variety of purposes	Respond to a personally relevant question with gestures, a single word or phrase, in English or L1 Follow instructions for classroom routines, using visual cues and pre-taught English words and phrases	Respond to simple questions in English or L1 Follow simple instructions	Respond to a simplified oral text Follow multi-step instructions	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
Speaking Use vocabulary and other language features in a comprehensible and grammatically accurate way	Use familiar words to express meaning Express personal needs, using single words, gestures, phrases, in English and L1	Use pre-taught and high frequency vocabulary in simple sentences Use simple conjunctions to join words and phrases in speech	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 connecting words to show relationships between events and ideas	Use an expanded range of vocabulary to contribute to classroom activities Use an expanded range of grammatical structures to increase speaking accuracy and clarity	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	Use non-verbal communication and personally meaningful vocabulary to convey and receive messages Ask for key words and phrases using L1 and gestures	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/L1 Use a small range of conversational strategies	Use conversational strategies to maintain fluency Ask follow-up questions to seek additional Self-correct or seek confirmation that a word or expression is used correctly	Use subject-specific language to state an opinion Rephrase information to clarify meaning Strategically use conversational norms	Use language to effectively convince or persuade	Adjust speech for the appropriate purpose and audience

STEP Assessment Process

In Reading, the student has consistently achieved proficiency of Step 2. There are still two descriptors that the student has not mastered on Step 3 so Step 3 has not yet been completed. On the Tracking Form the student would have consistently completed Step 2 for Reading, and be recorded as Reading Step 2.

Reading Continuum

Element	Observable Language Behaviours (OLB)					
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
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 non-verbal cues Read and follow very 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)	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 text 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
Form and Style Understand role of text features and text forms to construct meaning	Locate information in a text, using visual cues	Identify and use common text features to locate information	Locate information using 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 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 words 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	Read and understand low-frequency and academic vocabulary in early grade-level texts 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

STEP Assessment Process

In Writing, the student is consistently able to develop and organize ideas on Step 4 but in grammatical structures and fluency the students is working on Step 3. The student has consistently demonstrated all of the descriptors on Step 2, so would be recorded as Writing Step 2.

Writing Continuum						
Element	Observable Language Behaviours (OLB)					
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Developing and Organizing Content						
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, using 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
Form and Style	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
Incorporate a variety of text forms and features in writing						
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 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 <i>and</i> , <i>but</i> , and <i>or</i>	Write a variety of simple and compound sentences	Write sentences of different lengths, using complex sentences incorporating <i>because</i> , <i>so</i> , and <i>if</i>	Write a variety of linked simple, compound, and complex sentences	Write using a range of linked simple, complex and compound 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 high-frequency words	Write words, using common sound symbol patterns Write familiar words	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
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 re-reading to ensure a logical and fluent presentation of information or ideas	Self-assess writing and independently choose a strategy to revise writing

STEP Assessment Process

STEP Tracking Form – ESL

In compliance with the English Language Learner Policy the following tracking form could be placed in the OSR to indicate the student’s language proficiency.

In the appropriate Step, record the date (month/year) along with the name of the teacher. Indicate the student’s grade or course.

Student Name		Date of Birth				
Element	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Oral						
Listening						
Speaking						
Reading						
Meaning						
Form and Style						
Fluency						
Writing						
Developing and Organizing Content						
Form and Style						
Language Conventions						

STEP Assessment Process

STEP Tracking Form – ELD

In the appropriate Step, record the date (month/year) along with the name of the teacher. Indicate the student’s grade or course.

Student Name					Date of Birth
Listening					
Speaking					
Meaning					
Form and Style					
Fluency					
Developing and Organizing Content					
Form and Style					
Language Conventions					

STEP Assessment Process

STEP and Growing Success

Using STEP, teachers will obtain information to inform decisions about assessment for English language learners. This will help the teacher to differentiate the strategies and tools they use to gather evidence of student learning. For example, to determine the level of reading comprehension of a student working on Step 1, the teacher may choose to conference with the student; however, for a student working on Step 5, the teacher may ask the student to create a written summary to demonstrate reading comprehension.

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning.” As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students to develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010.

Assessment *for*, *as*, and *of* Learning

Teachers of ELL can use STEP to support assessment *for*, *as*, and *of* learning in the following ways:

Assessment *for* learning – the initial assessment informs placement and programming and provides a starting point for instruction by identifying a student’s current English language proficiency. The OLB or OLLB continua can be used by teachers using ongoing classroom assessment to provide students with descriptive feedback for next steps.

Assessment *as* learning – the OLB and OLLB continua can be used to help students become independent learners who are able to set goals and monitor their own language acquisition.

Assessment *of* learning – the OLB and OLLB continua can be used to document and recognize students’ progress and acquisition of English language skills over time. This assessment is not to be used as part of formal student evaluation (report card grades/marks), but rather as a basis for future learning.

Portfolios

Collecting and maintaining a portfolio of student work is an excellent way to record and demonstrate a student’s progress over time. Portfolios allow students to see various stages of work in progress and help them recognize quality work. When students work closely with their teachers to develop various forms of portfolio assessments, they will learn to evaluate their own work and the work of others. This information is easily shared with parents to demonstrate student progress.

Text Selection Guidelines

The STEP Reading continua can be helpful for teachers when selecting reading material for an English language learner. When selecting text teachers need to be aware of the descriptors on the reading continua and the student’s Step level. The text chosen should reflect those descriptors. Refer to the chart, “Selecting Texts to Align with Steps” on page 26.

When selecting texts, consider the following:

- the student’s background knowledge and experiences;
- the student’s culture and family situation;
- the student’s language proficiency - not necessarily the grade level;
- content that is age appropriate and enables the student to make connections with the text;
- a broad range of text forms (e.g., picture books, news articles, websites, graphic texts, charts, posters, blogs)

STEP Assessment Process

Selecting Text to Align with Steps

Organization of text/format	Simple, predictable layout Text features such as diagrams and illustrations	Simple, easy-to-follow layout Common text features such as title, page number, table of contents, captions, headings, and bold print	Common formats of adapted text such as lists, paragraphs, instructions Common text features such as charts, photos, maps, text boxes	Layout determined by text form authentic, fiction, or non-fiction Text features such as graphs, indexes, glossaries	Layout determined by text form early grade-level fiction or non-fiction Text features such as indexes, glossaries, sidebars, footnotes	Layout determined by text for grade-level fiction or non-fiction Grade appropriate text features
Length	Single words or short patterned sentences per page	1 – 3 sentences per page	Paragraph(s)	Varies	Varies	Varies
Content	Personal and familiar topics relating to the student’s experience or interests	Common everyday topics	Familiar and subject-specific topics	Familiar and subject-specific topics	Grade-level content in various subject areas	Grade-level content in various subject areas
Language	High-frequency words Patterned text Simple, short sentences	High-frequency words and phrases Some words with multiple meanings Simple compound sentences	Some academic words across subject areas A variety of simple and compound sentences a variety of sentence lengths	Grades 1 – 3 academic words, simple descriptive words and high frequency words and phrases Grades 4 – 12 academic words, low frequency words, and descriptive language A variety of sentence structures	Low-frequency words and academic vocabulary at early grade level A variety of complex structures at early grade level	Grade-appropriate vocabulary A variety of complex structures at grade level
Visuals	Many clear visuals that help the reader understand the text	Clear visuals that help the reader understand the text	Visuals on a page representing a key idea or concept	Some visuals that support understanding of the text	Visuals that support understanding of early grade-level text	Visuals that support understanding of grade-level text

STEP Oral, Reading, and Writing Strategies

Strategies to Support English Language Learners at all Steps

Oral	Reading	Writing
<ul style="list-style-type: none"> • Give clear instructions; • Have students retell instructions or directions; • Provide daily opportunities for students to listen and talk in a variety of groupings and a variety of purposes; • Use strategies/protocols, such as KWL, Four Corners and Inside/Outside Circle, Fold the Line to allow for discussion and to activate prior knowledge; • Use media/visual text to build knowledge of a topic and understand key concepts; • Paraphrase/model correct forms of speech rather than correcting errors; • Teach students to identify purpose and audience for oral presentations; • Use collaborative learning strategies such as turn and talk and small group discussion, with students of various language proficiencies and students whose first language is English; • Provide opportunities for students to prepare and rehearse before sharing their thinking/performing; • Provide additional wait time when asking a question. 	<ul style="list-style-type: none"> • Select texts that are connected to the student’s lived experiences to bridge the understanding of new concepts and vocabulary; • Provide visual supports such as photo demonstrations and videos to develop new concepts and understanding; • Build on prior knowledge and lived experiences with pre-reading discussion; • Use graphic organizers before, during, and after reading; • Scaffold comprehension of texts by previewing with students and discussing text features prior to reading; • Include a variety of instructional approaches such as think alouds, shared reading, guided reading and independent reading, using literary, information, and media texts; • Provide opportunities for students to make predictions and discuss text features during small group instruction; • Explicitly teach semantic, syntactic, and graphophonic cueing systems with familiar text; • Provide time for students to read every day; • Assist students in making appropriate choices for independent reading; • Use non English language search engines on the internet to support research; • Provide opportunities for students to work in small groups with English-speaking peers; • Use Anticipation Guides to examine and respond to a series of teacher-generated statements; • Ask students to predict, based on a shared reading of the first sentence or first paragraph of a text or key illustrations; • Ask students to adopt the roles of different characters during Readers’ Theatre; • Have students create a story map or timeline as a visual representation of the main features of a story. 	<ul style="list-style-type: none"> • Model how to identify a purpose and audience for writing; • Model how to use graphic organizers, such as Venn diagrams, T-charts, word webs and story maps, to organize ideas for writing; • Have students write on topics that are culturally relevant to their lives; • Encourage students to keep an editing checklist for reference; • Provide students with ongoing support through regular teacher and peer conferences; • Create opportunities for students to select personally relevant topics for writing; • Provide opportunities for students to talk about their writing through the writing process; • Encourage students to write in a variety of text forms and presentation formats; • Model writing and thinking aloud on a regular basis; • Provide frequent writer’s workshop mini-lessons focusing on a specific skill or concept; • Develop background knowledge of a topic for writing through listening and speaking activities, reading, information gathering, and note-taking; • Use pre-writing strategies, such as KWL, Four Corners and Inside/Outside Circle, to allow for discussion and activation of prior knowledge; • Have students create and maintain a writing portfolio that includes ideas for writing and samples of their writing; • Provide opportunities for students to participate in teacher and peer conferences; • Allow students to draft their ideas using first language; • Providing writing frames of the various writing text forms ; • Consider appropriate technology to support writing; • Use mentor texts to connect the reading to the various written forms.

STEP Oral, Reading, and Writing Strategies

Strategies for English Language Learners on Steps 1 and 2

Oral	Reading	Writing
<ul style="list-style-type: none"> • Allow students to respond in a variety of ways, such as communicating with gestures, and providing yes/no responses; • Provide non-verbal cues such as objects, visuals, videos, demonstrations, and movement; • Consider strategic language partners; • Allow students of the same language background to use first language. Provide the necessary scaffolds such as, sentence frames and vocabulary lists to share their thinking in English; • Allow students to observe and listen before they respond to a question or prompt; • Simplify your sentence structures when speaking to students; • Provide structured overviews of discussions for listening. 	<ul style="list-style-type: none"> • Use a variety of simple texts with visuals, to introduce concepts of print, such as directionality and features of text; • Introduce musical chants and poems that reinforce everyday expressions and patterned speech; • Create compilations of familiar texts, such as illustrated language-experience charts, poems, chants, etc., for student re-reading; • Allow students to read about a topic in their first language; • Allow students to respond to questions orally rather than in writing; • Encourage students to read first-language or dual-language books. 	<ul style="list-style-type: none"> • Explicitly teach concepts of print, such as one to one correspondence and directionality; • Provide students with many opportunities to talk in English or first-language with a language buddy before writing; • Encourage the use of first-language in personal dictionaries, word lists, prewriting activities, and when preparing outlines or drafts; • Allow students to respond in drawings, words, phrases, simple sentences, and first-language; • Act as a scribe, using the language-experience approach to record student ideas; • Provide students with writing prompts and sentence starters; • Provide students with dual-language and illustrated dictionaries; • Consider appropriate technology to support writing; • Model and provide opportunities for shared writing with partners and in small groups.

Strategies for English Language Learners on Steps 3 to 6

Oral	Reading	Writing
<ul style="list-style-type: none"> • Provide multiple opportunities for students to paraphrase, extend thinking, justify and challenge points of view and elaborate on ideas using phrases such as I would like to add..., I heard you say...I disagree with...; • Explain a complex procedure; • Retell a story using figurative language; • Provide opportunities for students to use academic vocabulary in their responses to questions and prompts; • Summarize information from a non-fiction text. 	<ul style="list-style-type: none"> • Model how to skim and scan texts as a pre-reading activity; • Remind students to use the text features such as illustrations, graphs, captions and glossary to gain a better understanding of the text; • Provide opportunities for Jigsaw Reading, so that each student becomes an expert on a section of a text and then shares information in the home group; • Use book clubs to provide opportunities for students to talk about a book in depth and share their connections to the text; • Help students to deepen understanding of texts by taking on the role of a character in the Hot Seat. 	<ul style="list-style-type: none"> • Provide students with dual-language and illustrated dictionaries, thesauri, dictionaries of idioms, and glossaries; • Model how to revise and edit at all stages of the writing process and co-construct editing checklists and task-based rubrics; • Use student-teacher or peer dialogue journals.

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