

# TCDSB Web Applications

## ***Elementary ELL Companion***

### ***STEP User Manual***



**English Language  
Learners (ELLs)  
JK – Grade 8**

**2013-2014**

**Data Entry and Elementary Provincial  
Progress/Report Card Management for ELLs  
Using *Steps To English Proficiency***

**Student  
Management  
& Procedure**

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## ELL Companion and the Provincial Elementary Report Cards

Step Version 1.2 September 2013

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### General Overview of Reporting for ELLs

#### For All Elementary ELL Students

All TCDSB **English language learners (ELLs)** should have the following information entered for *three* data fields in the **ELL Companion** application each year. This data will need to be updated as student status changes throughout the year.

1. **Program Model:** Intensive, Tutorial, Integrated, Comprehensive Literacy or Demit (Please refer to page 39 in the [Elementary ESL/ELD Curriculum](http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf) for program models.)  
<http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>
2. **Program Type** - ESL or ELD: select whichever category is appropriate
3. **Step Level** : select from Steps 1 - 6

The information selected will carry forward to the **Elementary Progress & Report Cards** for all students who are **ELL qualified**. Therefore, it is **imperative** that all TCDSB elementary schools input the required data accurately for all **JK-grade 8 ELL qualified students** in order for this information to display correctly on the web based report card applications.

The identification of an English language learner as being at either **Step 1 or 2** indicates that the curriculum expectations for that student have been **modified** and the student's mark or grade reflects the student's level of achievement in the modified program. In such cases, the **ESL/ELD box** will be checked on the student's Progress and Report Cards for the following subjects: **Language (each strand for Provincial Report), Mathematics (each strand for Provincial Report), Science and Technology, and Social Studies (Geography and History for Grades 7 and 8)**. As well, the following statement appears on each report (located within each progress and report card. Teachers do not have to type it in):

***Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.***

The identification of an ELL as being from **Step Levels 3 to 6** indicates that the curriculum expectations for the ELL student have been **accommodated** only. In such cases, students will **not** have the ESL/ELD boxes checked in any subject.

The default then will check the ESL/ELD boxes for Step level 1 & 2 ELLs but not for Step level 3 - 6 ELL students. The system, however, is not always perfect, so teachers always have the option to add or delete the ESL/ELD check boxes for any student manually. See the section **Report Card Subjects** page 16 for more information.

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### Background to New Step Continuum vs Stages

The Ministry has recently released components of the new **Step** [Steps To English Proficiency](http://www.edugains.ca/newsite/ell2/step/stepflowchart.html) <http://www.edugains.ca/newsite/ell2/step/stepflowchart.html> resource materials for English language learners from grades 1 to 12. **Step** was developed as “a resource to provide a framework for assessing and monitoring the language acquisition and literacy development of all English language learners across the Ontario curriculum.”

**Step** provides revised language acquisition descriptors that recognizes the length of time necessary for developing academic English proficiency (an average of up to six years), and **Step** also gives teachers the necessary tools, including initial and ongoing assessment materials, and math assessments for each grade.

These tools are made available on [ELL Gains](http://www.edugains.ca/newsite/ell2/index.html) <http://www.edugains.ca/newsite/ell2/index.html>, as well as the [initial elementary math assessments](http://www.edugains.ca/newsite/ell2/initialassessmentelementary.php) <http://www.edugains.ca/newsite/ell2/initialassessmentelementary.php> (which are password protected to help maintain the tests' integrity).

To date, the Ministry through the [ELL Gains](http://www.edugains.ca) web site has released:

- [The Initial Language Assessment Continua](http://www.edugains.ca/newsite/ell2/step/initiallanguageassessment.html), <http://www.edugains.ca/newsite/ell2/step/initiallanguageassessment.html>, grades 1-12 (Oral Communication – listening and speaking, Reading, Writing), and the Initial Language Assessment password protected content at <http://www.edugains.ca/newsite/ell2/initiallanguageassessmentappend.php>. (NOTE: for TCDSB ELL teachers our user name is **TCDSB**, and our password is **TCDSBellia**, all case sensitive; **please keep confidential!**)
- [Steps to English Proficiency: A Guide for Users](http://www.edugains.ca/resourcesELL/Assessment/STEP/STEPUserGuide_January2012.pdf) [http://www.edugains.ca/resourcesELL/Assessment/STEP/STEPUserGuide\\_January2012.pdf](http://www.edugains.ca/resourcesELL/Assessment/STEP/STEPUserGuide_January2012.pdf)
- [Ongoing Classroom Assessment Continua – ESL](http://www.edugains.ca/newsite/ell2/step/observablelanguagebehaviour.html), <http://www.edugains.ca/newsite/ell2/step/observablelanguagebehaviour.html>, grades 1-12 (Reading, Writing, and Oral Communication)
- The [Ongoing Classroom Assessment Continua for ELD](#) will arrive soon, as well as the [Examples of Evidence](#) (concrete and curriculum-specific examples to illustrate learning behaviours), [Initial Secondary Math Assessments](#), and exemplars for the different grades and levels.

The *Elementary ELL Companion* has been revised to reflect **Step**. The biggest change will be in the new 6-level Step model that replaces the old 4-stage standard model for ESL. This chart shows how the new **Step** model compares to the Stages model for ESL:

ESL STEP Level	1	2	3	4	5	6
ESL Stage Levels	1	2	3	4		

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The *Step* elementary ELD program is still comprised of 4 Steps which maintains the same language acquisition sequence and levels as the previous 4-Stage model.

*Students who complete ELD Step 4 advance to ESL Step 4.*

## Accessing *The English Language Learner (ELL) Companion* in Trillium

Access the **Intranet - Web Applications** via your Elementary teacher link, or simply enter 'Intranet' in the "address bar" at the top of the school's internet screen, or from home at [https://secure.tcdsb.org/dana-na/auth/url\\_default/welcome.cgi](https://secure.tcdsb.org/dana-na/auth/url_default/welcome.cgi).

The screenshot shows the TCDSB Intranet homepage. A callout box points to the 'Web Applications' icon in the 'Applications' section. Another callout box points to the 'TCDSB Web Applications' link in the 'All Schools Apps' list. A third callout box points to the 'English Language Learner (ELL) Companion' link in the 'All Schools Apps' list.

Under **Applications**, click **Web Applications** and then **TCDSB Web Applications**

Under **All School Apps**, click on the **English Language Learner (ELL) Companion**.

School Year: 2013 - 2014 School Name: St. Gabriel Catholic School(0256) Effective Date: 2013/08/27

All Schools Apps

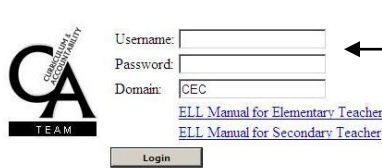
- English Language Learner (ELL) Companion
- Data Integration Platform
- Exit Survey Form
- Entry Survey Form
- Individual Education Plan(IEP)
- Historical OSR Companion

**Note:** The system displays a "Login" screen for the application. If access is denied please contact Eva Au at 416 222-8282 extension 2417 or the Help Desk ([helpdesk@tcdsb.org](mailto:helpdesk@tcdsb.org) or ext. 4357) to request access.

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CA  
TEAM


Username:   
Password:   
Domain: CEC

[ELL Manual for Elementary Teacher](#)  
[ELL Manual for Secondary Teacher](#)

Login

Enter your User ID and your Password and click **Login**.

If your Login is successful, the **Elementary ELL Companion** application menu is displayed.

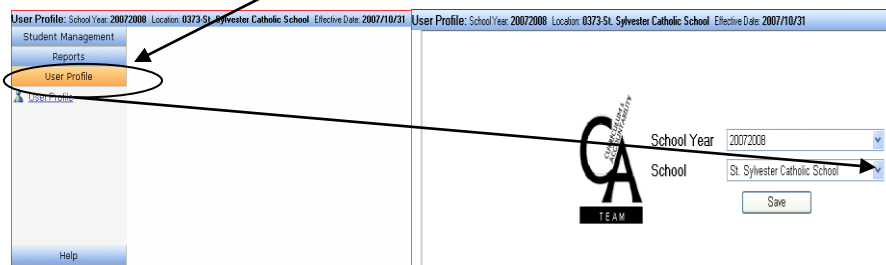


Student Management  
ELL Student List  
Search Students

Reports  
User Profile  
Help

Under **User Profile**, Check the year, and if you teach ESL/ELD in more than one school remember to change your location here.

- To change your **User Profile** (**School**, and **School Year** or **effective date**), click on **User Profile** tab as indicated in the diagrams. It may be useful to access previous years' ESL/ELD Forms by selecting earlier School Years.



User Profile: School Year: 2007/2008 Location: 0373-St. Sylvester Catholic School Effective Date: 2007/10/31

Student Management  
Reports  
User Profile  
Help

CA  
TEAM

School Year: 2007/2008  
School: St. Sylvester Catholic School

Save

## Entering Student Data

*The ELL Students List contains all JK-8 students in your school who meet the Ministry criteria for English Language Learners (currently, foreign-born and arrived within the past 6 years to Canada). Although ELLs are only funded for 4 years, the ministry recognizes that many other English language learners may require focused educational supports for longer. [English Language Learners Policies and Procedures, K-12, 2007](#), Section 2.8.1, p. 8.*

Under **Student Management**, click the **ELL Student List**. You must enter/select the **Program Model** (Intensive, Tutorial, Integrated or Comprehensive Literacy - Please refer to the [Elementary ESL/ELD Curriculum](http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf), 2008, for program models, page 39 <http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>), **Program type** (ESL or ELD) and **ESL/ELD Step level** (1, 2, 3, 4, 5 or 6) for all of these **ELL Students**. All 3 fields must be completed for each student before the program will allow you to **Save & Submit** for all three categories, otherwise the application will flag this as an error




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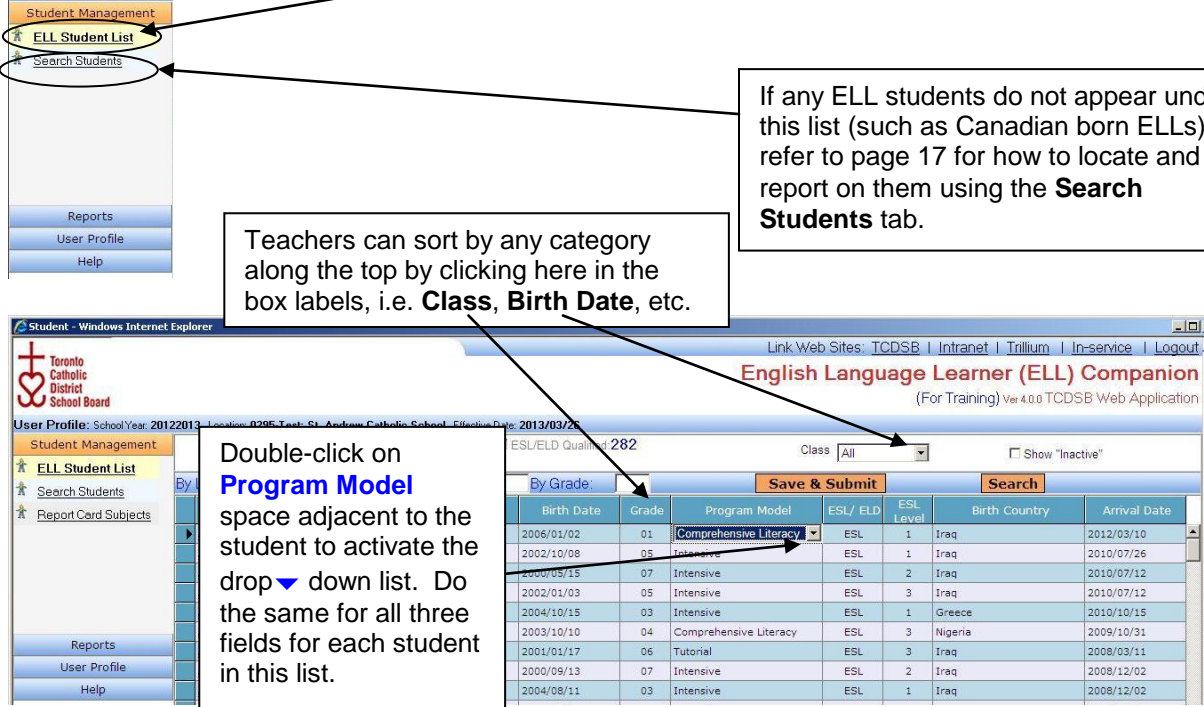
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and the data will not be saved. All English Language Learners (ELLs) should be assessed as to their English proficiency lev77el and appropriate Program Model prior to entering the information. This information may be obtained from the elementary assessment instrument materials available from the **ELL Gains** web site at <http://www.edugains.ca/newsite/ell2/step/stepflowchart.html>.



**ELL Students** are defined by the Ministry. See *Elementary ELL Student Tracking Form* pgs 8-9 for more specific details.

Under **Student Management**, click **ELL Student List**.



If any ELL students do not appear under this list (such as Canadian born ELLs), refer to page 17 for how to locate and report on them using the **Search Students** tab.

Teachers can sort by any category along the top by clicking here in the box labels, i.e. **Class**, **Birth Date**, etc.

Double-click on **Program Model** space adjacent to the student to activate the drop▼ down list. Do the same for all three fields for each student in this list.

Birth Date	Grade	Program Model	ESL/ ELD	ESL Level	Birth Country	Arrival Date
2006/01/02	01	Comprehensive Literacy	ESL	1	Iraq	2012/03/10
2002/10/08	05	Intensive	ESL	1	Iraq	2010/07/26
2000/03/15	07	Intensive	ESL	2	Iraq	2010/07/12
2002/01/03	05	Intensive	ESL	3	Iraq	2010/07/12
2004/10/15	03	Intensive	ESL	1	Greece	2010/10/15
2003/10/10	04	Comprehensive Literacy	ESL	3	Nigeria	2009/10/31
2001/01/17	06	Tutorial	ESL	3	Iraq	2008/03/11
2000/09/13	07	Intensive	ESL	2	Iraq	2008/12/02
2004/08/11	03	Intensive	ESL	1	Iraq	2008/12/02

1. **Program Model** – Double-click in the student space to select the applicable program model (Intensive, Tutorial, Integrated, Comprehensive Literacy or Demit) for each student. Please refer to the *Elementary ESL/ELD Curriculum*, 2008 for program models, page 39. <http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>.

**Note: All primary ELL students from JK to Grade 3 should be categorized under the 'Comprehensive Literacy' (formerly Balanced Literacy) program model.** While not specifically defined in ministry literature, most ELLs would follow these guidelines: **Intensive** for Step level 1-2 students, **Tutorial** for Step level 3-4 students, and **Integrated** for Step level 5-6 students. We would not normally use **Demit** for an ELL student unless they have moved or are 'Inactive'; 'Demitted' ELLs will not be counted in the **ELL Student List** of total numbers - see page 16 for more details.

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2. **Program Type**- Double-click on the **ESL/ELD** space to activate the drop▼ down list and select either **ESL** or **ELD** whichever applies to the student. For more information on the difference between the two programs consult the [Elementary ESL/ELD Curriculum](http://www.edu.gov.on.ca/eng/document/esl/eldprograms/esl/eldprograms.pdf), at <http://www.edu.gov.on.ca/eng/document/esl/eldprograms/esl/eldprograms.pdf>.

5. Double-click on the **ESL/ELD** Step level space to activate the drop▼ down list and select the correct Step level (1 - 6) that applies to the student.

Student Name	Student No.	Birth Date	Grade	Program Model	ESL/ ELD	ESL Level	Birth Country	Arrival Date
		2006/01/02	01	Comprehensive Literacy	ESL	1	Iraq	2012/03/10
		2002/10/08	05	Intensive	ESL	1	Iraq	2010/07/26
		2000/05/15	07	Intensive	ESL	1	Iraq	2010/07/12
		2002/01/03	05	Intensive	ESL	2	Iraq	2010/07/12
		2003/10/15	03	Intensive	ESL	3	Greece	2010/10/15
		2003/10/10	04	Comprehensive Literacy	ESL	4	Nigeria	2009/10/31
		2001/01/17	06	Tutorial	ESL	3	Iraq	2008/03/11
		2000/09/13	07	Intensive	ESL	2	Iraq	2008/12/02
		2004/08/11	03	Intensive	ESL	1	Iraq	2008/12/02
		2002/02/21	05	Intensive	ESL	2	Iraq	2008/12/02
		2006/10/26	01	Comprehensive Literacy	ESL	1	Iraq	2011/04/13
		2005/04/16	02	Comprehensive Literacy	ESL	2	Iraq	2009/06/04
		2001/11/06	06	Intensive	ESL	2	Iraq	2009/06/09
		2002/01/16	05	Intensive	ESL	2	Iraq	2011/07/13
		2000/07/20	07	Integrated	ESL	3	Nigeria	2010/06/02
		2000/07/22	07	Integrated	ESL	3	Nigeria	2010/02/12
		2001/12/05	06	Tutorial	ESL	3	Nigeria	2010/02/12
		2005/11/26	02	Comprehensive Literacy	ESL	2	Nigeria	2010/02/12
		1999/04/10	08	Intensive	ESL	2	Iraq	2010/12/26

Note:

Remember to repeat this procedure for *all* ELLs on the **ELL Student List**.

3. **Step Level** – Using the **Step Initial Assessment** materials (available on line at [ELL Gains](http://www.edugains.ca/newsite/ell2/step/initiallanguageassessment.html), <http://www.edugains.ca/newsite/ell2/step/initiallanguageassessment.html>) and the **TCDSB Step Assessment Summaries** (by division), ELL teachers should select a Step for each English language learner. If the student straddles several Step levels, teachers should select the lower possible number (which is usually the student's reading and writing levels, although not always).

Verify that you have all 3 entries for each ELL student, and when complete click the **Save & Submit** button to save and input the data. **Save & Submit after each student!** The application will return an error message if any field is not complete and will not allow saving for multiple students – do each student separately. This information then feeds into Trillium and the Report Card application.

***Note: To access other English language learners (such as Canadian-born students) you must use the Search Students tab. See page 17 for details.***

School administrators should ensure all students in the **ELL Student List** have these three fields updated correctly and completely by **January end each year**. This is crucial to help ensure appropriate staffing of ELL teachers at schools for the fall.



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Enter information for each student separately. Once these 3 fields are complete for all ELL listed students, the information is automatically updated into Trillium and the Progress/Report Card system. To add or delete the ESL/ELD check boxes ☒ on the Report Cards refer to the [Report Card Subjects & Check-Boxes](#) further in this manual.

### Elementary ELL Student Tracking Form

If any of these ELL listed students do not receive ESL/ELD programming then it is not necessary to complete the Elementary ELL Student Tracking Form, only the three essential fields for these students. Changes can be done at any time during the year if student information changes.

The *English Language Learners (ELL) Program Policies and Procedures K-12* document (<http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>) stipulates that all qualified ELL students must be tracked and reported upon each year. This helps inform the Ministry through the board's annual OnSIS report, and helps provide TCDSB with information regarding ELL student population data by school level.

**Who is on the ELL Student List?** Under Ministry regulations, all elementary school-age children in the province from JK to grade 8 who meet the following criteria would be considered 'qualified' as English As a Second Language or English Literacy Development program students and the board would receive appropriate funding for them:

1. Students born in a non-English speaking country;
2. Students who have recently arrived in Canada (within the past 5 years, currently **students who have arrived since September 1, 2007** will appear on the list);
3. Students whose Registration data has been correctly entered into the Trillium system by the school secretary.

English language learners such as Canadian-born students who speak another language at home are not found on this list, however, they should *not* be disqualified from receiving support in either the ESL or ELD program if they are deemed to require it. *Students such as these may need focused English language support in an ESL or ELD program. Schools should ensure the ELL teacher therefore includes them in the program should they need it, and for tracking purposes uses the Search Students tab in the ELL Companion to report upon their progress. See page 17 for how to locate and report on these students.*

### **How and when do I use the ELL Student Tracking form?**

**ELL teachers**, school administrators or designated staff where ELL teachers are not located, should record and track ELL student progress on the **Elementary ELL Student Tracking Form**. If any ELL listed students do not receive direct ESL/ELD programming

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then it is **not necessary** to complete the Elementary ELL Student Tracking Form; only the three essential fields for each of these students on the **ELL Student List**. Changes can be done at any time during the year if student information changes.

This form is to be completed at the **beginning** of the school year after each English language learner has been assessed as to their proficiency in English. (See the ELL Department for these assessments). As well, the form is to be completed at the **end** of the school year for an **Annual Review meeting** between the ELL teacher and a school administrator. The form should also be **updated throughout** the year if changes in student status occur.

*A final version of the form should be included in each student's OSR at the end of June. This form is to be completed for each English language learner who receives instruction in an ESL and/or ELD program.* It is to be done in addition to the student Report card. *It is also advisable that ELL teachers save an electronic copy of each completed form labelled by student name in a separate ELL file labelled for each year.*

Please note that TCDSB practice is typically to provide ESL or ELD program support to students in grades 4 to 8 in elementary school. This is due to the level of support currently available to help develop primary student literacy through the **Comprehensive Literacy (formerly the Balanced Literacy) program**. If you have any questions in this regards, please contact your school's Literacy Resource Teacher.

The tracking form is **dynamic** - text boxes will expand as needed, so the form may change in length as information is input. When printing, the form may print out over several pages. Many boxes contain drop▼down menu items to help teachers in selecting the appropriate comments for each student's program. Teachers always have the option to modify, delete parts, or simply add your own comments within the boxes. Spell Check is also enabled to ensure accuracy.

### Section A Student Demographic Information

When the school secretary inputs each ELL student's registration information into Trillium, it will automatically feed into this form as well as the student progress/report card. It is crucial that ELL teachers check this information to ensure its accuracy which can help avoid later corrections to the system. **Only the school secretary may access Trillium if changes are needed to the student's information.**

**Date** defaults to today's current date when you open the application to denote when data was entered onto the form, although date may be changed using the drop▼down menu. There are also two other drop▼down menu buttons, one to note the **ELL Teacher** and the other for any **Other Teachers** who are responsible for student programming, for instance the Special Education teacher if the student has an IEP. ELL teachers will also need to determine the student's ability to **Read** and **Write** in their Native Language(s)

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and check the appropriate boxes if applicable. A sample of student writing in first language should also be obtained for inclusion in the student's OSR.

The screenshot shows the 'Elementary ELL Student Tracking Form' in a web browser. At the top, there are buttons for 'Save', 'Print', 'Close window', and 'Cancel'. Below these, it says 'School Year 20122013' and 'TO BE COMPLETED AT BEGINNING & END OF EACH SCHOOL YEAR - INCLUDE FINAL COPY IN OSR'. A 'Date' field shows '2013-03-26' with a dropdown arrow. Below this is a form with fields for 'Student Name', 'Date of Birth', 'Sex', 'School', 'Test', 'Grade', 'Arrival Date in Canada', 'Country of Birth', 'Native language(s)', 'Able to Read', 'Able to Write', 'Designation', 'Program Model', 'Step Level', 'Classroom Teacher', 'ESL/ELD Teacher', 'Principal/Designate', and 'Other(s)'. Two callout boxes are present: one pointing to the 'Date' field with the text 'Program defaults to current date. To change, use drop ▼ down menu.' and another pointing to the 'Able to Read' and 'Able to Write' checkboxes with the text 'Determine the student's ability to read and write in their dominant language and check the boxes if applicable. **Save & Submit** often.'

### Section B Special Student Information

This section of the form is reserved for any information pertinent to the student's academic or social success in school. It is important to note any special student needs, interests or relevant personal or family information. Remember, only you as ESL/ELD teacher and your administrator can access these forms so all information is strictly confidential.

The screenshot shows the 'Student Information' section of the form. It has a title 'Student Information' and a subtitle 'Record special needs (physical or learning exceptionalities, social or emotional issues), special interests (aptitudes, abilities, skills), medical or educational services, immigration status or other family information, etc'. Below this is a large yellow text area. A callout box points to this area with the text 'There is a maximum of 5000 characters and Spell Check enabled.'

### Section C Initial Assessment

Using the **Step Initial Assessment** materials (available on line at [ELL Gains, http://www.edugains.ca/newsite/ell2/step/initiallanguageassessment.html](http://www.edugains.ca/newsite/ell2/step/initiallanguageassessment.html)) ELL teachers are to assess each ELL and indicate the student's Step level and proficiency in **Reading, Writing, Oral Communication** and **Mathematics**. If the student straddles several Step levels, teachers should select the lower possible number (which is usually the student's reading and writing levels, although not always). Teachers then use the drop ▼ down boxes to indicate the appropriate Step level descriptors. Classroom teachers should also be consulted regarding assessing the student's mathematical abilities within the different strands, but assessment should focus primarily on skills in **Number Sense and Numeration**.

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Initial Assessment

Reading Spelling STEP LEVEL Writing Spelling STEP LEVEL

Oral Communication Spelling STEP LEVEL Math Spelling STEP LEVEL

There is a maximum of 240 characters allowed in each box.

### Section D ESL/ELD Program Descriptors

These descriptors are all taken from the on line Ministry documents **Steps To English Proficiency** descriptors in the areas of **Oral Communication (speaking and listening)**, **Reading**, and **Writing**. These *Observable Language Behaviours* are available for input with a simple point-and-click from the drop▼ down menu button. Select those that are most appropriate to the student's ESL/ELD program.

All Step *Observable Language Behaviours* can be viewed on line at the Ministry's ELL Gains at <http://www.edugains.ca/newsite/ell2/step/observablelanguagebehaviour.html>.

Copy Selected Comments to ESL/ELD Student Tracking Form

Return

ESL

- Reading
  - Primary: Grades 1 - 3
    - Step 1
    - Step 2
    - Step 3
    - Step 4
    - Step 5
    - Step 6
  - Junior: Grades 4 - 6
    - Step 1
    - Step 2
    - Step 3
    - Step 4
    - Step 5
    - Step 6
  - Intermediate: Grades 7-8
    - Step 1
    - Step 2
    - Step 3
    - Step 4
- Listening
  - Primary: Grades 1 - 3
    - Level 1 Students understand basic spoken
    - Level 2 Students understand key information
    - Level 3 Students understand social English
    - Level 4 Students understand spoken English
  - Junior: Grades 4-6
    - Level 1 Students understand basic spoken
    - Level 2 Students understand key information
    - Level 3 Students understand social English
    - Level 4 Students understand spoken English
  - Intermediate: Grades 7-8
    - Level 1 Students understand basic spoken
    - Level 2 Students understand key information
    - Level 3 Students understand social English
    - Level 4 Students understand spoken English
- Oral Expression & Language Knowledge
  - Primary: Grades 1 - 3

Descriptors:

- Reads and understands a variety of graphic texts and visually supported informational and literary texts for different purposes. Select
- Reads and understands increasingly complex subject-specific vocabulary across the curriculum. Select
- Selects from a repertoire of comprehension strategies to understand texts and the writers' perspectives and uses cueing systems to decode unfamiliar words. Select
- Recognizes the purpose of text features and visuals to convey a message in a variety of text forms. Select
- Reflects on his/her growth as a reader. Select
- Demonstrates understanding by responding to authentic texts with linguistic complexity approaching grade level. Select
- Reads and follows instructions for multi-step tasks in a variety of academic situations. Select
- Identifies and uses a variety of text features to locate information. Select
- Reads and understands low-frequency words, academic words and descriptive language. Select
- Determines the meaning of unfamiliar words, using context. Select

< >

Click the "trees" to expand the menu items.

Set the appropriate Stage/Level for each skill area.

Save & Submit after completing each box.

Teachers reporting on **ELD students** should use the **Oral** field to comment on **ELD Oral Expression and Language Knowledge**. Any supported Kindergarten students would need comments to be manually input for each box in this section. There is a maximum of 240 characters within each box and Spell Check.

Copy Selected Comments to ESL/ELD Student Tracking Form

Return

ESL

- Listening
  - Primary: Grades 1 - 3
    - Level 1 Students understand basic spoken
    - Level 2 Students understand key information
    - Level 3 Students understand social English
    - Level 4 Students understand spoken English
  - Junior: Grades 4-6
    - Level 1 Students understand basic spoken
    - Level 2 Students understand key information
    - Level 3 Students understand social English
    - Level 4 Students understand spoken English
  - Intermediate: Grades 7-8
    - Level 1 Students understand basic spoken
    - Level 2 Students understand key information
    - Level 3 Students understand social English
    - Level 4 Students understand spoken English
- Oral Expression & Language Knowledge
  - Primary: Grades 1 - 3

Descriptors:

- follows a series of simple instructions. Select
- responds to discussions and conversations. Select
- identifies key information in most contexts. Select
- responds appropriately to body language. Select
- responds to unseen speakers (e.g. over the school public-address system). Select

< >

Click the level under the appropriate division to drop down the descriptors, then click 'Select' to copy each descriptor comment into the Form. When complete, click the "Copy Selected Comments..." bar above to add the comments into the box. Do the same for each of the 5 skill areas. **Save & Submit** after completing the box for each skill

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### Section E ESL/ELD Program - Accommodation, Modification & Assessment Strategies

This box details teaching strategies appropriate for this each student's ESL/ELD program. Students in Step levels 1 and 2 would require **program modifications** to be noted, while all students including those in Step levels 3 - 6 should have suitable comments noted regarding **program accommodations**. All students should have a description of the most appropriate assessment strategies noted for them as well. All descriptors can be input by pointing-and-clicking from the drop▼ down menu button and copying to the Tracking Form. Teachers may alter, delete, or add to these comment boxes as well. There is a maximum of 2000 characters within each box with Spell Check.

Please note that only students in the ESL/ELD program at Step levels 1 or 2 will have the check boxes☑ highlighted for the major subject areas. Please review the section on **Report Card Subjects & Check-Boxes** further in this manual for more information.

The screenshot shows the 'ESL/ELD Program' form. It has a sidebar with 'Teaching Strategies' and 'Assessment Strategies'. The main area has three large text boxes for 'Accommodations:', 'Modifications:', and 'Assessment Strategies:'. Each box has a tree icon and a 'Spelling' button. A callout box points to these areas: 'Select the appropriate accommodations or modification using the “trees” as required, then select suitable assessment strategies from the drop▼ down menu as well. **Save & Submit** after each box.' Another callout points to the text boxes: 'The boxes will fit up to 2000 characters.' At the bottom, there are three dropdown menus: 'Designation (ESL/ELD)', 'Program Model', and 'Level (A-E)'. A callout box points to these: 'Linked here are the **Secondary ESL/ELD Curriculum Document** and the **Secondary Transition Guide** to help direct teachers in the meetings.'

**Secondary Placement** – This section is intended for the **Exchange of Information** meeting that takes place each spring between elementary and secondary teachers to discuss Grade 8 ELL student needs and appropriate secondary placement. Teachers should complete this prior to the Review meeting, selecting **Designation** (ESL or ELD), **Program Model** (Intensive, Partial, Tutorial, or Demit), and **Course Level** (A-E). Teachers are advised to first review the secondary ESL/ELD curriculum at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf> for more information, and see the **Transition Information Guide** (available in **Help** for printing). **Save & Submit** for each student after completing this section.

### Section F Student Strengths, Needs & Next Steps

This section is intended to be completed **at June end** and is primarily for classroom teachers to note any student attributes that merit programming considerations. These could include recording any demonstrated strengths the student exhibits, perceived needs, and suggested next steps for more effective instruction or assessment. The ELL teacher will need to contact the classroom teachers of all students that they support to gather this information before the end of June and then *manually* input it.



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Student Strengths, Needs and Next Steps

Strengths observed in curriculum subjects: ☒ Spelling.

The box will expand to fit up to 2000 characters and Spell Check is enabled.

### Section G Mathematics Program

This area of the form will automatically fill in all mathematics grades/marks and comments from the latest term of the student Report Card. ELL teachers may “Refresh” with the latest recorded information if required (from the previous term or year) using the **Refresh Math Marks & Comments** button.

Mathematics Program	Grade
Number Sense and Numeration	
Measurement	
Geometry and Spatial Sense	
Patterning and Algebra	
Data Management and Probability	

Refresh Math Marks & Comments ☒ Spelling.

There is a maximum of 5000 characters; once the Report Card is complete, comments can be *Refreshed* for this box.

### Parental/Guardian Communication

While the need for ongoing communication with parents/guardians is critical especially in the ESL/ELD program, schools are not required to divulge any of the information contained in the **ELL Student Tracking Form** as per regulations 2.8.1 and 2.8.4 of the **ELL Policies and Procedures** document

<http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>.

Administrators may, however, request a parental/guardian signature to indicate that the parents or guardians have been advised of the contents of the form if they so wish. This is especially relevant if the administrator wishes to have an end-of-year **Review Meeting** involving the ELL teacher and with the parent/guardians' involvement. We do not need parental permission in order to program for ELL students, however, parents/guardians are expected to be advised of appropriate program modifications in place through regular reporting. Parent/Guardian Signature appears only when the form is printed.

After saving and submitting the completed form, ELL teachers are advised to save individual electronic copies of each student's form in an appropriately named ELL school file (such as **ESL Students 2013**). Save under each student's name and list by time of year, such as '*Consaco, Jose - Spring 2013*' to differentiate it from the fall form.



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### Printing ELL Class Lists

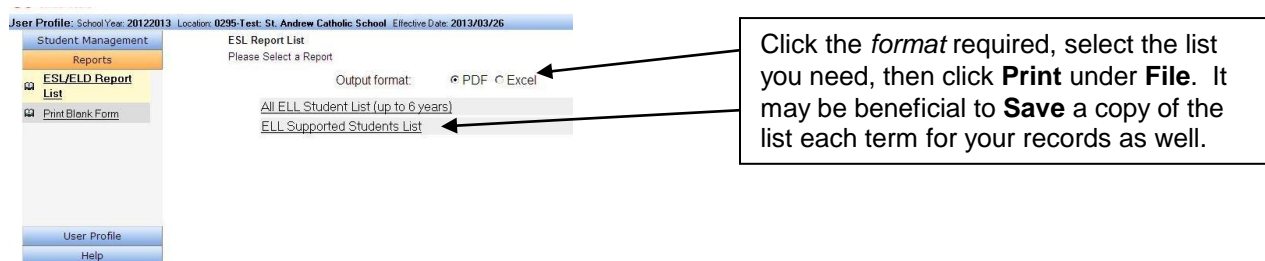
ELL teachers have the option of printing two student lists from the Companion:

**All ELL Student List (up to 6 years)** – This includes all ‘qualified’ ELL students in the school although it is understood that not all of these students need or necessarily receive ESL/ELD program support. All students should have the three fields in the ELL Student List completed for them, however, regardless of program support.

**All Supported Students List** – These are the students who are actually supported in an ESL/ELD program, and who have progress reported upon in the ELL Student Tracking Form. It is not required that all students be on the school’s ELL Student List in order to receive support (such as the case with some Canadian born ELL students).

In order to print out either of these class lists, first click the **Reports** tab. Then choose the format of the list you require, either in **Adobe PDF** form (non-changeable) or **Microsoft Excel** (spreadsheet form). These lists are not changeable while open in the **Reports** tab.

- **Note: If you receive a message, “pop-up may be blocked by Google tool bar”, hold down the Ctrl key while clicking on the list name again.**



### The Provincial Progress & Report Card Link

The ELL Companion has been revised to reflect Ministry of Education Policy, as outlined in section 2.8.2 in the **ELL Policies and Procedures** document, regarding when to check off the ESL/ESD box on the newly revised Provincial report card.

The following statement comes from page 27 of the document:

<http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>

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**2.3.2** When learning expectations are modified for English language learners, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to parents.

Teachers will indicate, using the appropriate box on the report card, when modifications to curriculum expectations have been made to address the ESL or ELD needs of English language learners.

In completing the report card, teachers *do not* check the modification box to indicate:

- that the student is participating in ESL or ELD programs or courses; or
- that accommodations have been provided (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language ).

In grades 1-8, the identification of a student as being at either **Step level 1 or 2** indicates that the curriculum expectations for the **ELL** student have been **modified** and the student's mark or grade reflects the student's level of achievement in the modified program. In such cases, the **ESL/ELD box** will be checked on the student's Progress and Report Cards for the following subjects: **Language (each strand for Provincial reports), Mathematics (each strand for Provincial reports), Science and Technology, and Social Studies (Geography and History for Grades 7 and 8)**. As well, the following statement appears on each report (located within each progress and report card. Teachers do not have to type it in):

***Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.***

Information should be noted on the report indicating the nature and extent of the program adaptations. In grades 1-8, the identification of a student as being from **Step levels 3 to 6** indicates that the curriculum expectations for the **ESL/ELD** student have been **accommodated** only. In such cases, students will **not** have the ESL/ELD box checked in any subject.

**\* These check boxes may be manually changed in individual cases, where warranted, through the *Report Card Subjects* tab (see following).**

**\* Note that any ELL student who has their Program Model listed as *Demit* and *Step 6* will not have any indicator box checked; however teachers are advised to avoid demitting any student as this may affect the ELL teacher allocations. Contact the ELL Department for further details.**

## Report Card Subjects and ESL/ELD Check-Boxes

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Click Action This changes to Save afterwards

Student Name	Student No	Gr	Gender	Program Model	ESL/ELD Level	Action	Birthdate
Agustino	3 08	F	Integrated	ESL	3		1999/09/21
Aguila, C	6 06	F	Integrated	ESL	4		2001/01/09
Aguila, J	7 03	M	Integrated	ESL	4		2004/12/14
Aguila, J	8 05	M	Integrated	ESL	3		2002/09/16
Babangli	8 06	F	Integrated	ESL	3		2001/07/11
Bae, Alb	8 08	M	Integrated	ESL	3		1999/10/07
Bae, Rob	9 03	M	Comprehensive Literacy	ESL	3		2004/03/02
Ban, Shi	9 07	F	Comprehensive Literacy	ESL	4		2000/07/29
Bartolom	9 08	F	Comprehensive Literacy	ESL	4		2004/02/01
Bazental	9 08	F	Comprehensive Literacy	ESL	4		1999/04/15
Cabrado	9 08	F	Tutorial	ESL	3		1999/07/21
Calica, C	9 03	F	Integrated	ESL	4		2004/05/05
Carlos, M	9 07	M	Integrated	ESL	4		2000/12/01
Chan, Ho	7 02	F	Comprehensive Literacy	ESL	4		2005/04/16
Choi, Em	7 08	F	Integrated	ESL	3		1999/12/27
Chukalov	8 04	F	Tutorial	ESL	1		2003/08/05

After logging into the ELL Companion click on the **Report Card Subjects** tab (under **Student Management**) to access student information for report card check-box changes.

By clicking on the **Edit** icon ('paper/pencil') under the **Action** column for any student, teachers can access a drop-down menu to make any necessary changes to a student's *Program Model*, *ESL/ELD designation* and/or *ESL/ELD Step level*. Always **Save & Submit** any changes **after each student**.

Students highlighted in **orange** are simply to indicate that they are outside the funding period of four years. They are still entitled to receive ESL and/or ELD program support if required, and if so would need their **ELL Student Tracking Forms** completed.

These students may still receive ESL/ELD programming if teachers feel it is necessary.

Students highlighted in orange are simply to indicate that they are outside the funding period of four years.

Student Name	Student No	Gr	Gender	Program Model	ESL/ELD Level	Action	Birthdate	Status
Agustino	3 08	F	Integrated	ESL	3		1999/09/21	Active
Aguila, C	6 06	F	Integrated	ESL	4		2001/01/09	Active
Aguila, J	7 03	M	Integrated	ESL	4		2004/12/14	Active
Aguila, J	8 05	M	Integrated	ESL	3		2002/09/16	Active
Babangli	8 06	F	Integrated	ESL	3		2001/07/11	Active
Bae, Alb	8 08	M	Integrated	ESL	3		1999/10/07	Active
Bae, Rob	9 03	M	Comprehensive Literacy	ESL	3		2004/03/02	Active
Ban, Shi	9 07	F	Comprehensive Literacy	ESL	4		2000/07/29	Active
Bartolom	9 08	F	Comprehensive Literacy	ESL	4		2004/02/01	Active
Bazental	9 08	F	Comprehensive Literacy	ESL	4		1999/04/15	Active
Cabrado	9 08	F	Tutorial	ESL	3		1999/07/21	Active
Calica, C	9 03	F	Integrated	ESL	4		2004/05/05	Active
Carlos, M	9 07	M	Integrated	ESL	4		2000/12/01	Active
Chan, Ho	7 02	F	Comprehensive Literacy	ESL	4		2005/04/16	Active
Choi, Em	7 08	F	Integrated	ESL	3		1999/12/27	Active
Chukalov	8 04	F	Tutorial	ESL	1		2003/08/05	Active

To check on or change individual student information pertaining to the Report Card check boxes, when in the **Report Card Subjects** view, click on a student's name to access their information, as illustrated on the screen following:

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The screenshot shows the 'Student Tracking Form' window. At the top, there are buttons for 'Save & Close', 'Student Tracking Form' (highlighted with a circle), and 'Close window'. Below these, the text reads: 'ESL Subjects (Program Name: Intensive, ESL/ELD: ESL 1)', 'School Year: 2012 - 2013', and 'Current Term: Progress'. The main area is a table with columns: Subject, Strand, Progress, Term 1, and Term 2. The table lists various subjects and strands, with checkmarks in the Progress column for Language, French, Mathematics, Science and Technology, and Social Studies. The Language section is expanded, showing sub-strands like Reading, Writing, and Oral Communication, which have checkmarks in the Term 1 and Term 2 columns. Callouts provide instructions: 'The ELL Student Tracking Form can also be opened directly from this screen.', 'The activated check boxes ☒ are automated. You may activate or deactivate as necessary by clicking directly in them. Remember only Step level 1 and 2 ELLs should have these boxes checked.', and 'Pull the scroll bar down to access check boxes for Terms 1 and 2. (It may be necessary to expand the box by grabbing and dragging the corner)'.

Subject	Strand	Progress	Term 1	Term 2
Language	Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French	French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Language	Native Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science and Technology	Science and Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	Social Studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and Physical Education	Health Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Arts	Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language	Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Oral Communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

All English Language learners (whether qualified or non-qualified) who are designated as either **Step level 1 or 2** will default to receiving a check mark ☒ for each report in **Language (each strand for Provincial reports), Mathematics (each strand for Provincial reports), Science and Technology, and Social Studies (Geography and History for Grades 7 and 8)**. The ESL/ELD indicator boxes will be checked and the Ministry statement pertaining to program modifications will apply (already located on each of the progress and provincial report cards).

**The indicator check box can be removed or added for any subject by clicking on the appropriate check box ☒.**

Once a student's level is initially recorded, this will be the default rule for populating the report card; any changes made to the student's level ***after the Progress Report*** will ***not*** be automatically reflected in subsequent reports. Therefore, entering this correctly early in the school year will ensure all of the students reports are accurate and will avoid having to make corrections in later report cards. Once you enter data for an ELL student through **Report Card Subjects** tab, the student can always be found again in the same list, and the student's **ELL Student Tracking Form** can be opened in this view. Non listed ELLs can be found using **Search** and once information is recorded for them once, their name will appear on the **ELL Student List**.

## To Search For Any Other Student Not Listed

To access any other student not found in the **ELL Student List**, users must use the **Search Students** tab.

To Search, you have three options shown below:

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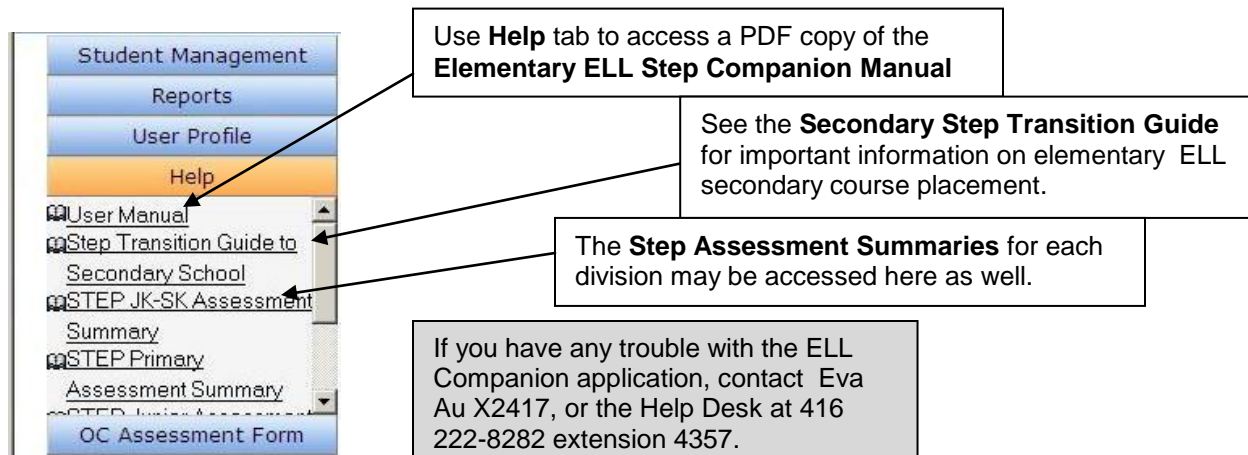
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By Last Name:	<input type="text"/>	By First Name:	<input type="text"/>	By Grade:	<input type="text"/>
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1. Enter Student Last Name: you need only the first few letters of the last name.
- OR
2. Enter Student First Name: you need only the first few letters of the first name.
- OR
3. Enter any Grade: you need to include the two-digit grade (04, 05, 06, etc.)
4. Click on **Search**. When the search returns, click on the correct student's name and follow the instructions from the previous section **Report Card Subjects & Check-Boxes**, or see **Entering Student Data** for inputting the three essential fields for ELL reporting purposes.
6. If the student's name has not appeared, check for correct spelling or check if the student is registered in Trillium with a different last name.
7. Even if you have previously entered data on an ESL/ELD student, you will still have to access the student's name through the **Search** function if you wish to update information on the **ELL Student Tracking Form**.
8. In order to have any changes you've made in the **ELL Companion** (ESL/ELD Check-boxes, level, etc) reflected in the student's **Progress** or **Report Card** immediately, please have your Report Card administrator go to School Setup, Student Information while in the Progress/Report Card application. Click on the **Grade**, then select the **Student**. Use the green arrows to input the name onto the right hand side and simply click **Refresh Students Information** button. When the **Progress/Report Card** is opened the new information will be present.

## Help and Manuals



The screenshot shows a vertical menu on the left with the following items: Student Management, Reports, User Profile, Help, User Manual, Step Transition Guide to Secondary School, STEP JK-SK Assessment Summary, STEP Primary Assessment Summary, and OC Assessment Form. The 'Help' tab is highlighted in orange. Four callout boxes provide additional information:

- Use **Help** tab to access a PDF copy of the **Elementary ELL Step Companion Manual**
- See the **Secondary Step Transition Guide** for important information on elementary ELL secondary course placement.
- The **Step Assessment Summaries** for each division may be accessed here as well.
- If you have any trouble with the ELL Companion application, contact Eva Au X2417, or the Help Desk at 416 222-8282 extension 4357.

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### Elementary ELL Student Tracking Form

The next two pages outlines the **Elementary ELL Student Tracking Form** all ELL teachers are responsible for completing for each ELL student receiving support in an ESL and/or ELD program. Forms are completed *twice* each year:

- once at the beginning or when the student first arrives including the **Student Information, Initial Assessment** (reading, writing, oral and math), the **ESL/ELD Program Descriptors** (reading, writing, oral), and the **Programming Considerations** (teaching and assessment strategies) boxes are completed;
- and again at the end of the year. All previous boxes are updated in addition to the **Student Strengths, Needs and Next Steps** box (with classroom teacher input), and the **Mathematics Program** box is refreshed with the most up to date information. This form may be printed earlier in the spring for the grade 8 **Exchange of Information** meetings.

The final copy of the completed form is printed and included in each student's OSR in June.



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### Elementary ELL Student Tracking Form

TO BE COMPLETED AT BEGINNING & END OF EACH SCHOOL YEAR - INCLUDE IN OSR

School		Date	
Student Name	Sex	DOB	Grade
Arrival Date in Canada		Country of Birth	
Native Language(s)	Reading in L1 Y/N		Writing in L1 Y/N
Designation (ESL or ELD)	Program Model		Step level (1-6)
Classroom Teacher		ELL Teacher	
Principal/Designate		Other(s)	

#### Student Information

Record special needs (physical or learning exceptionalities, social or emotional issues), special interests (aptitudes, abilities, skills), medical or educational services, immigration status or other family information, etc

#### Initial Assessment

Reading	Step	Writing	Step
Oral Communication	Step	Mathematics	Step

#### ESL/ELD Program Descriptors

Reading	Step	Writing	Step
Oral Communication (speaking and listening)			Step

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### Programming Considerations

Teaching Strategies – Accommodations	<i>“The student may benefit from the following program accommodations.”</i>
Teaching Strategies – Modifications	<i>“The student may benefit from the following program modifications.”</i>
Assessment Strategies	<i>“The student may benefit from the following assessment strategies.”</i>
Secondary placement	<i>“Recommended Secondary ESL/ELD course placement.” Includes suggested Program Model Designation (ESL or ELD) Program Model, Level (A-E)</i>

### Student Strengths, Needs and Next Steps

ESL Teacher comments plus contributions from other teachers

Note strengths observed in regular subjects

### Mathematics Program

	Grade	Automatically inputs most current math comments and grades
Number Sense & Numeration		
Measurement		
Geometry & Spatial Sense		
Patterning & Algebra		
Data Management & Probability		

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Optional area)