



STEP: Strategic Teaching and Evaluation of Progress

Teaching students to read is one of the hardest jobs in education and teachers don't receive enough support to ensure students are on-track to reading proficiency. STEP changes this reality.

STEP is a research-based formative assessment, data management, and professional learning system designed to build teacher capacity for literacy instruction and provides educators with the data necessary to improve student achievement in literacy across grade levels.

UChicago Impact's STEP provides schools with a meaningful, developmental literacy assessment and professional learning that supports educators in using student data to increase the volume of students on track to reading proficiency.

Research Shows

In 1992, the National Assessment of Educational Progress (NAEP) revealed the majority of students nationwide did not meet proficiency levels in reading. More than 20 years later, progress in improving student outcomes in reading has been minimal.

What is Strategic Teaching and Evaluation of Progress (STEP)?

STEP Assessment and Data Management

The STEP assessment measures progress against research-based milestones. Teachers assess students to determine their current achievement and instructional needs as they progress across 22 distinct levels in reading proficiency equivalent to Kindergarten through 6th grade.

STEP's data management system offers teachers rich, actionable student data. STEP also provides historical, descriptive student data that can be used to better inform literacy instruction for incoming students and students struggling in reading proficiency.

STEP Professional Learning

Through STEP Professional Learning, educators are supported in:

- Administering the STEP assessment and interpreting student data
- Implementing clear instructional strategies for students at each STEP level
- Coaching teachers on effective literacy practices that can help enhance and improve their overall teaching

Our Impact

Schools using STEP receive a deeply embedded partnership with the STEP team over the course of 3 or more years. Educators are supported in administering the assessment but also in using student data to improve literacy practices and student outcomes in reading.



Students using STEP have a greater likelihood of outperforming peers in third grade literacy state standards. **86%** of students who reach STEP 12 by the end of third grade, meet or exceed state standards



94% of school leadership teams report a positive change in literacy systems and structures after engaging in the STEP Professional Learning Series



85% of school leadership teams report a positive change in teacher practice related to literacy instruction after engaging in the STEP Professional Learning Series

"STEP is, hands-down, the finest early literacy assessment I have encountered anywhere in the country."

Paul Bambrick-Santoyo
Chief Schools Officer, Uncommon Network

Partner with UChicago Impact

To learn more about partnering with UChicago Impact on implementing STEP, please contact: STEP@uchicago.edu