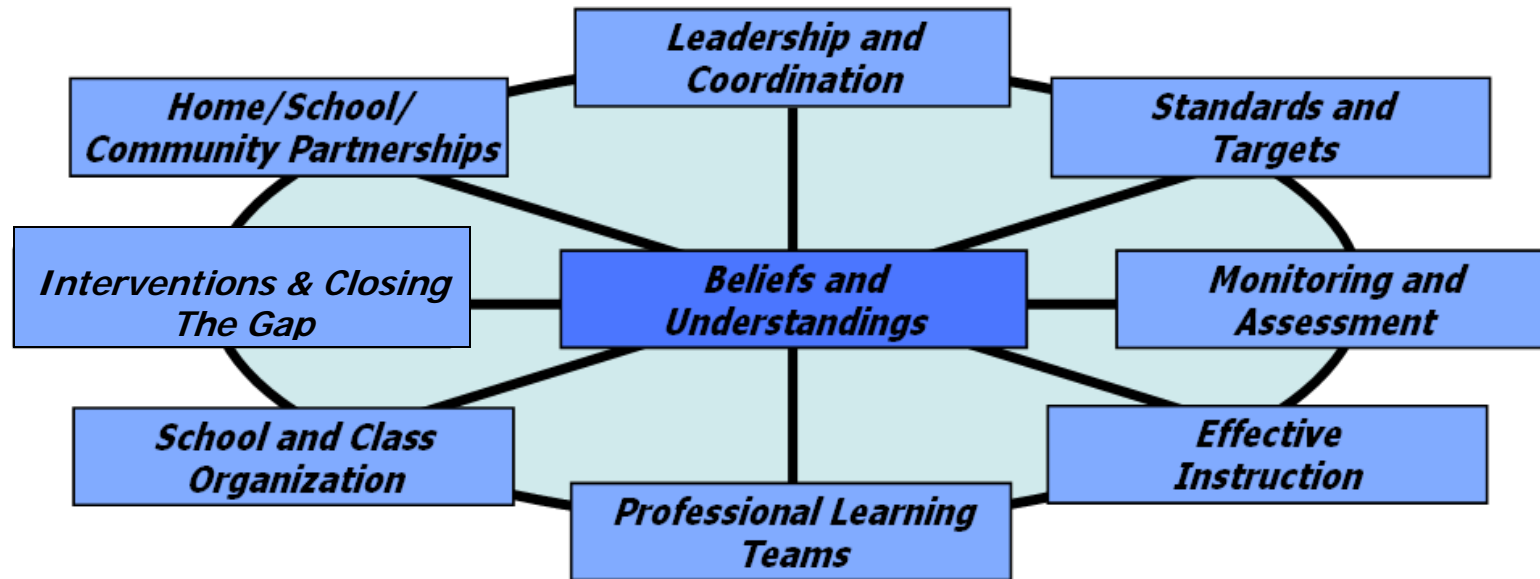# Bluewater Standards of Practice

The Bluewater Standards of Practice provide a framework of principles and expectations outlined by the <u>Ministry of Education</u> that guide our daily actions leading to:

- **high levels of student achievement**
- **reduced gaps in student achievement**
- **increased public confidence**

In the rare circumstance where the Bluewater Standards of Practice can not be met, consultation with the Area Superintendent is required.

Design Elements for a Whole-School Approach

Leadership and Coordination

Home/School/ Community Partnerships

Standards and Targets

Interventions & Closing The Gap

Beliefs and Understandings

Monitoring and Assessment

School and Class Organization

Professional Learning Teams

Effective Instruction

Adapted from <u>Hill & Crevola</u>

Bluewater Standards of Practice

Beliefs and Understandings

All students can achieve high standards given sufficient time and support.
High expectations and early intervention are essential.
Teachers need to be able to articulate what they do and
why they teach the way they do.
Adapted from Hill & Crevola

- **Education for All**, **Standards of Practice for the Teaching Profession** and **Bluewater Foundations For Learning** drives our practice
- **Whole staff has shared responsibility and involvement in development, implementation and review of the School Program Plan (Appendix A)**
- **All staff model the Bluewater ten attributes of Character Development**

Leadership and Coordination

Effective instructional leadership is the key to school improvement.
Principals give first priority to their role as an instructional leader.
All members of the School Leadership Team and the staff have
a consistent understanding of the school priorities.
Contact Teachers are chosen by the Principal and receive the
appropriate training and release time.
School systems invest in training focused on leadership for learning and teaching.
Adapted from Hill & Crevola

- **Minimum of one School Leadership Team meeting per month (last Thursday afternoon of the month)**
- **Administrators schedule regular and purposeful classroom visits focused on relevant, demonstrated student learning**
- **Elementary School Leadership Team consists of principal, vice principal, LRT and ECT (optional: other representatives determined at the school level)**
- **Secondary Student Success Leadership Team consists of principal, vice principal, SSCT, LRT, representation from Guidance, COOP, Math, technology (other representatives determined at the school level)**
- **System teams will visit schools to work collaboratively towards school improvement.**

Bluewater Standards of Practice

Standards and Targets

**A common framework of standards is a pre-condition for systemic improvement.
It is necessary to have both content and performance standards.
High expectations need to be translated into specific targets for
schools and students. (e.g., SMART goals)**
Adapted from Hill & Crevola

- Set high, ambitious targets to ensure all students can achieve at high levels
- SMART goals will be developed and monitored for School Program Plan
  (Appendix A) based on data [e.g., Assessment Framework (Appendix B), EQAO,
  Key Indicators (Appendix C)] and standards (Ministry and Board).

Monitoring and Assessment

**Diagnostic assessment is essential to establish starting points for
teaching and learning.
Assessment reveals students' strengths and areas for growth.
Assessment informs teaching.
Monitoring of student progress is ongoing.**
Adapted from Hill & Crevola

School leadership teams (SLT) monitor student progress by meeting monthly to:
- review and analyze evidence (demonstrated student learning and instruction,
  qualitative and quantitative data)
- develop next steps and actions related to SMART goals
- implement and monitor short term action plans
  Note: minutes of meetings are shared with staff

School staff monitor student progress:
- Teachers will analyze evidence of student learning on a regular basis to inform
  instruction

**Administration and System Leadership Team monitor student progress and school
improvement by:**
- participating in school visits using the *School Effectiveness Framework*
- reviewing the implementation and progress of the School Program Plan

Bluewater Standards of Practice

Effective Instruction

Teaching is focused on the learning needs of each student.
There is a shared understanding of the high impact teaching strategies.
A balanced repertoire of teaching strategies is used.
There is a balanced use of teacher-directed instruction and
student-centred learning.
Adapted from Hill & Crevola

- Minimize interruptions to instructional blocks of time.
- Utilize Ministry Curriculum, **Policy** Documents (**elementary** and **secondary**), **Expert Panel Reports**, and **Guides to Effective Instruction** to inform purposeful planning and instruction.
- Provide **differentiated instruction** to reach every student.
- Develop and support dynamic professional learning opportunities (example **co-teaching**, **coaching**, **teacher moderation**, **lesson study**) through school structures and budget.
- Post **rubrics**, **anchors**, **exemplars**, and student work as tools for **assessment as and for learning**.
- JK-Gr. 6 – Homeroom teachers will, as a minimum, teach literacy, mathematics, social studies and science.
- Principals may **timetable** up to half of their grade 7 / 8 program in a rotary delivery model.

Professional Learning Teams

There is a team responsibility for all students and for each
other's professional growth.
On-site professional learning takes place daily within the context of the school.
The School Leadership Team at each school acts in a mentorship
capacity as lead learners to organize professional learning team
meetings and professional learning opportunities (e.g., teacher
moderation, demonstration teaching, classroom observation)
Adapted from Hill & Crevola

- **Professional Learning Communities (PLC)** will be organized to achieve SMART goals set out in the School Program Plan
- Principals will organize PLC's to maximize the professional learning opportunities of all teachers on their staff.
- Meetings have structured learning goals and minutes reflecting discussion are posted.
- Minimum of 10% school budget used for PLC's and Leadership Team release

Bluewater Standards of Practice

School and Class Organization

**The allocation of time, staff, and resources should be used to
maximize effective instructional time.
Mixed ability groups will be the norm in all classrooms.
Instructional blocks are organized according to
student/small group/whole class structure.**
Adapted from Hill & Crevola

- Schools will be organized based on student needs
- Follow *Elementary Instructional Time Guidelines* (Appendix D)
- Elementary uninterrupted Literacy and Math blocks must be scheduled
- Classrooms organized to facilitate teamwork and collaborative learning
- Elementary students spend the majority of their time in heterogeneous groups
- Secondary timetabling equitably represents all pathways
- Allocated FTE for contact teachers (ECT, SSCT) must be used for intended purpose with a minimal number of people in the role

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Interventions and Closing The Gap

**All efforts are premised by the *Education for All* document.
Even with the best teaching, many students need extra time and support.
Intervention at all grade levels is essential.
Individual Educational Plans are required for students needing ongoing
accommodations and/or modifications to programming.**
Adapted from Hill & Crevola

- Designated Special Education staffing used for intended purpose with a minimal number of people in the role (e.g. LRT, DL, Behaviour)
- Formalized In School Needs Team (ISNT) meet at least monthly
- Embedded **modifications and accommodations** for enhanced student learning are expected
- Classroom teachers collaborate in developing, implementing, and monitoring the **Individual Education Plan**
- Transition plans linked to IEPs will be followed
- Assistive technology will be supported as outlined in the IEP
- **Credit recovery** is available at every Secondary school
- The **grade 8 to 9 transition** protocol is followed to promote early success in high school

Bluewater Standards of Practice

Home/School/Community Partnerships

Student achievement is advantaged by parents and teachers working together, as each possess unique insights about the student.

The school must be proactive and provide systematic linking with the home, the previous school, other service providers and the wider community.

Appropriate training is provided for all classroom volunteers.

Adapted from Hill & Crevola

- Student work connected to the curriculum is displayed
- School web page is current and includes a monthly school newsletter
- Build relationships with all parents through direct, regular, timely communication
- Thoughtful consideration given to the deployment of volunteers
- [School Community Councils](#) have a meaningful role in supporting learning and achievement for all students

School Program Plan
Goals for Learning 2009-2010

Identified Need/ Priority	Strategy/Activity Pyramid of Intervention Learning Communities	Expected Impact/ SMART Goal	Key Personnel	Timeline/ Budget	Evidence of Success

ASSESSMENT FOR LEARNING FRAMEWORK

ASSESSMENTS
FOR CLASSROOM TEACHERS
TO INFORM INSTRUCTION
IN LITERACY AND MATHEMATICS
JK - 8
2009 – 2010

BLUEWATER DISTRICT
SCHOOL BOARD

ASSESSMENT FOR LEARNING FRAMEWORK
LITERACY AND MATHEMATICS
2009 - 2010

> Teaching is about establishing students' starting points and identifying what they currently do and do not know and can and cannot do; setting instructional goals to move them forward; and in a very deliberate way scaffolding the learning to move them to a higher level of knowing and ability. Students have different starting points and do not learn the same things at the same time or pace. This means that while the standards remain constant, time and support for individual students must be allowed to vary.
>
> **(Hill & Crevola, 2003)**

Bluewater District School Board is committed to a culture of "Assessment For Learning". The purpose of assessment is to improve student learning. Assessment must be embedded within the teaching and learning process. A well-planned classroom provides the teacher with many opportunities to observe and assess students to inform practice. Ongoing assessment provides teachers with the information on which to base their instructional decisions, as well as decisions about providing special instructional support or extra challenges for individual students. Assessment links teaching to student needs in a continuous cycle of assessment, instruction, and reassessment. It is the key to good teaching.

The guiding principles set out in the Bluewater District School Board Assessment and Evaluation Policy are:
1. The primary purpose of assessment and evaluation is to improve student learning.
2. Assessment and evaluation data is used to adapt program and teaching practice to improve student performance.
3. Assessment and evaluation practices are fair and equitable for all students.
4. Feedback to students about assessment and evaluation is ongoing, clear and meaningful.
5. Professional development and collaboration support assessment and evaluation.
6. Partners in education are aware of and involved in the assessment and evaluation process.
7. Assessment and evaluation practices are regularly reviewed and refined.

For more information please see the BWDSB Assessment for Learning Website or binder.

School Program Plan

The data attained from the assessments included in the Assessment Framework will be used to assist you in setting 'Smart Goals' on your School Program Plan. The Board Standards/Target and your school assessment data are the bookends for establishing new 'Smart Goals'. The Program Plan has been produced in Word, allowing for revisions. This ensures that the School Program Plan is a dynamic and working document. Please check the assessments for each term in the Framework, and set your Smart Goals accordingly.

Classroom Teacher Role

- The classroom teacher will administer and record the data for all of the assessments, by the ASSESSMENT WINDOW specified
- The classroom teacher will analyze the assessment data and use the information to adapt program and teaching practice, in support of improved student learning (See Assessment for Learning Policy, Guiding principal #5)
- The classroom teacher will submit the data to the principal by the ASSESSMENT WINDOW specified
- Through classroom visits, the classroom teacher will share information regarding quality literacy and mathematics instruction with the Principal
- The classroom teacher will share and analyze Assessment data at regularly scheduled PLC Meetings

Literacy/Mathematics Contact Teacher Role

- The LCT/MCT will ensure that teachers know how to complete all Assessments
- The LCT/MCT will ensure that the Assessment data is gathered at the school level
- The LCT/MCT will facilitate discussions about student data at PLC meetings

Learning Resource Teacher Role

- The LRT will provide support to teachers to ensure literacy and mathematics assessments are completed according to agreed upon procedures

Administrator Role

- The administrator will work with teaching staff to ensure adequate understanding of the "assessment FOR learning" process, ensuring that all staff are aware that the primary purpose of assessment and evaluation is to improve student learning
- Through classroom visits, the administrator can gain information regarding quality of instruction, and then communicate the staff strengths and needs to the LCT and MCT, thereby providing support to the school leaders for the regular divisional meetings
- The administrator can provide resources to support literacy and mathematics assessment, including professional development resources and assessment strategies
- The administrator will encourage use of literacy and mathematics assessment data to adapt program and teaching practice, in support of improved student performance
- The administrator will ensure that all partners in education, including parents, School Council and community will be aware of the assessment process

ASSESSMENT FOR LEARNING - LITERACY JUNIOR KINDERGARTEN

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
First **Sept. 8 to Oct. 9, 2009**	Letter Names (Upper and lowercase)	Only if student knows more than 6 Letter Names: • assess Letter Sounds Only if student knows more than 23 Letter Sounds: • assess Phonetically Regular Words
Second **Jan. 4 to Jan. 29, 2010**	Letter Sounds Sight Words (OTM p79) Concepts About Print (On The Mark [OTM] p30-31)	Only if student knew 0 – 6 Letter Names in first assessment window: • re-assess Letter Names Only if student knows more than 4 Sight Words: • assess Phonetically Regular Words Only if student knows more than 9 Concepts About Print (OTM p 30): • assess Running Record (OTM)
Third **May 25 to June 11, 2010** OTM testing to occur as close to year end as possible. Complete other assessments first.	Rosner Phonetically Regular Words Sight Words Running Record (OTM) TSRI	Only if student knew 0 – 33 Letter Sounds in second assessment window: • re-assess Letter Sounds Only if student attained 0-19 Concepts About Print (OTM p 30) in second assessment window: • re-assess Concepts About Print (OTM pp 30-31)
Board Standards **(Year End)**	Letter Names Letter Sounds Rosner Phonetically Regular Words Concepts About Print Sight Words (OTM) Running Record (OTM) TSRI	40 out of 52 (Upper and lowercase) 34 out of 42 3 out of 14 7 out of 28 20 out of 20 8 out of 23 A 15 out of 15
Board Target: 80% of JK students will achieve the Board Standard in all the above assessments by year end.		

ASSESSMENT FOR LEARNING - LITERACY SENIOR KINDERGARTEN

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
First Sept. 8 to Oct. 9, 2009	Running Record (OTM) Ontario Writing Assessment (OWA)	Only if student did not meet the June JK standard or did not attend JK: • assess TSRI, Concepts About Print (OTM pp 30-31), Letter Sounds and Names, Rosner ⬇ If student has now met the June JK standard in each of the above assessments: • assess Sight Words, Phonetically Regular Words
Second Jan. 4 to Jan. 29, 2010	Running Record (OTM) OWA	Only if, in the first assessment window: student scores 0-3 on Rosner: • assess Word Awareness B (OTM p 15) student knew fewer than 52 Letter Names: • assess Letter Names student knew fewer than 42 Letter Sounds: • assess Letter Sounds student knew fewer than 28 Phonetically Regular Words: • assess Phonetically Regular Words student knew fewer than 20 Sight Words: • assess Sight Words
Third May 25 to June 11, 2010	Running Record (OTM) OWA	As above
Board Standards (Year End)	Letter Names / Sounds Rosner Phonetically Regular Words Concepts About Print Sight Words (OTM) Running Record (OTM) OWA	52 (Upper and lowercase) / 42 6 out of 14 28 out of 28 20 out of 20 23 out of 23 C 3
Board Target: 98% of SK students will achieve the Board Standard in all the above assessments by year end.		

ASSESSMENT FOR LEARNING - LITERACY
GRADE ONE

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
First **Sept. 8 to Oct. 9, 2009**	Running Record (OTM) OWA	Only if, at the end of SK: Student did not meet the June SK standards in Letter Names, Letter Sounds, Sight Words and Phonetically Regular Words • re-assess the above Student scored less than 7 on Rosner • assess Phonemic Awareness: Yopp Singer • assess Phonological Awareness (OTM – Early/Upper Emergent) (pp 17, 18)
Second **Jan. 4 to Jan. 29, 2010**	Running Record (OTM) OWA Phonological Awareness (OTM – Early Fluency-Fluency) (pp 14-22)	Only if, in the first assessment window: Student scored less than 80% on a sub-test (A-C) (Early/Upper Emergent): • re-assess sub-test(s)
Third **May 25 to June 11, 2010**	Running Record (OTM) OWA	As above (see first and second assessment window) Only if, in the second assessment window: Student scored less than 80% on a sub-test (Early Fluency-Fluency) (pp 14-22): • re-assess sub-test(s) [Note: Serious consideration should be given to developing an IEP for students who have yet to attain the SK standards]
Board Standards **(Year End)**	Running Record (OTM) OWA	J 3
Board Target: 98% of Grade One students will achieve the Board Standard in all the above assessments by year end.		

ASSESSMENT FOR LEARNING - LITERACY

GRADE TWO

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	➢ Running Record (OTM) ➢ OWA	
Jan. 4 to Jan. 29, 2010	➢ Running Record (OTM) ➢ OWA	
May 25 to June 11, 2010	➢ Running Record (OTM) ➢ OWA	

Board Standards (Year End)	➢ Running Record (OTM) N ➢ OWA 3	
Board Target: 98% of Grade Two students will achieve the Board Standard in all the above assessments by year end.		

ASSESSMENT FOR LEARNING - LITERACY GRADE THREE

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	➢ Running Record (OTM) ➢ OWA	
Jan. 4 to Jan. 29, 2010	➢ Running Record (OTM) ➢ OWA	
May 17 to June 11, 2010	➢ Running Record (OTM) ➢ OWA	

Board Standards (Year End)	➢ Running Record (OTM) R ➢ OWA 3	

Board Target: 98% of Grade Three students will achieve the Board Standard in all the above assessments by year end.
Board EQAO Targets: 80% of Grade Three students will achieve the Provincial Standard in Reading. 80% of Grade Three students will achieve the Provincial Standard in Writing.

ASSESSMENT FOR LEARNING - LITERACY GRADE FOUR

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	➢ CASI ➢ OWA	
Jan. 4 to Jan. 29, 2010	➢ CASI ➢ OWA	
May 25 to June 11, 2010	➢ CASI ➢ OWA	

Board Standards (Year End)	➢ CASI 3 ➢ OWA 3	
Board Target: 98% of Grade Four students will achieve the Board Standard in all the above assessments by year end.		

ASSESSMENT FOR LEARNING - LITERACY

GRADE FIVE

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	➢ CASI ➢ OWA	
Jan. 4 to Jan. 29, 2010	➢ CASI ➢ OWA	
May 25 to June 11, 2010	➢ CASI ➢ OWA	

| Board Standards
(Year End) | ➢ CASI   3
➢ OWA   3 | |
| **Board Target: 98% of Grade Five students will achieve the Board Standard in all the above assessments by year end.** | | |

ASSESSMENT FOR LEARNING - LITERACY

GRADE SIX

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	➢ CASI ➢ OWA	
Jan. 4 to Jan. 29, 2010	➢ CASI ➢ OWA	
May 17 to June 11, 2010	➢ CASI ➢ OWA	

Board Standards (Year End)	➢ CASI 3 ➢ OWA 3
Board Target: 98% of Grade Six students will achieve the Board Standard in all the above assessments by year end. **Board EQAO Targets: 75% of Grade Six students will achieve the Provincial Standard in Reading. 75% of Grade Six students will achieve the Provincial Standard in Writing.**	

ASSESSMENT FOR LEARNING - LITERACY

GRADE SEVEN

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	➢ CASI ➢ OWA	
Jan. 4 to Jan. 29, 2010	➢ CASI ➢ OWA	
May 25 to June 11, 2010	➢ CASI ➢ OWA	

| Board Standards
(Year End) | ➢ CASI   3
➢ OWA   3 | |
| Board Target: 98% of Grade Seven students will achieve the Board Standard in all the above assessments by year end. | | |

ASSESSMENT FOR LEARNING - LITERACY GRADE EIGHT

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	➢ CASI ➢ OWA	
Jan. 4 to Jan. 29, 2010	➢ CASI ➢ OWA	
May 25 to June 11, 2010	➢ CASI ➢ OWA	

Board Standards (Year End)	➢ CASI	3
	➢ OWA	3

Board Target: 98% of Grade Eight students will achieve the Board Standard in all the above assessments by year end.

FRENCH IMMERSION ASSESSMENT FOR LEARNING - LITERACY JUNIOR KINDERGARTEN

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS

Sept. 8 to Oct. 9, 2009	➢ Letter Names (Upper and lowercase) (**English**)	➢ Letter Sounds (**English**)
		  ▪ If student knows more than 6 Letter Names
		➢ Phonetically Regular Words (**English**)
		  ▪ If student knows more than 23 letter sounds

Jan. 4 to Jan. 29, 2010	➢ Concepts About Print (On The Mark [OTM] p30-31) **(English)** ➢ Letter Names **(French)**	➢ Letter Sounds (**French**) • If students know all letter names in French

May 25 to June 11, 2010
 	
OTM testing to occur as close to year end as possible. Complete other assessments first.
	➢ Phonetically Regular Words **(French)**
	➢ Sight Words **(French)**
	➢ TSRI
	➢ Letter Names/Sounds **(French)**
		➢ Concepts About Print (OTM pp 30-31)
		  • If student received a score of less than 20 Concepts About Print(OTM p 30) in second term.
		➢ Rosner **(English)**
		  • If the student attained less than 50% of the Board Standard on each assessment for all students

Board Standards (Year End)	➢ Letter Names **(French)** ➢ Letter Sounds **(French)** ➢ Phonetically Regular Words **(French)** ➢ Concepts About Print **(English)** ➢ Sight Words **(French)** ➢ TSRI **(English)**	40 (Upper and lowercase) 26 5 20 5 15

Board Target: 80% of JK students will achieve the Board Standard in all the above assessments by year end.

FRENCH IMMERSION
ASSESSMENT FOR LEARNING - LITERACY
SENIOR KINDERGARTEN

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS

Sept. 8 to Oct. 9, 2009	➤ Letter Names/Sounds
	  • **In English if new to school or attended English JK**
	  • **In French if attended FI JK**
	➤ Sight Words **(French JK list)**
	➤ Phonetically Regular words **(French JK list)**
		➤ TSRI
		  ▪ students new to school or who received a score of 14 or below in June of JK
		➤ Concepts About Print (OTM pp 30-31)
		  ▪ If student attained 0-19 Concepts About Print (OTM p 30) in June JK
		➤ Rosner (English)
		  • students new to school

Jan. 4 to Jan. 29, 2010	➤ Letter Names/Sounds **(French)**
	➤ Phonetically Regular Words **(French SK list)**
	➤ Sight Words **(French SK list)**
		➤ Phonetically regular words **(French JK list)**
		  ▪ If student knows fewer than 5 in Oct.
		➤ Sight Words **(French JK list)**
		  • If student knows fewer than 5 in Oct.
		➤ Running Record (GB+)
		  • If the student attained 5 or more **SK** French sight words and phonetically regular words

May 25 to June 11, 2010	➤ Running Record (GB+)
	➤ Rosner **(French)**
		➤ Letter Names **(French)**
		  • If student attained less than 52 letter names (upper and lower case) in Term 2.
		➤ Letter Sounds **(French)**
		  • If student attained less than 30 in Term 2.
		➤ Phonetically Regular Words **(French SK list)**
		  • If student attained less than 10 in Term 2.
		➤ Sight Words **(French SK list)**
		  • If student attained less than 10 in Term 2.

Board Standard (Year End)		
	➤ Letter Names / Sounds **French)**	52 (Upper and lowercase) / Sounds-30
	➤ Rosner **(French)**	6
	➤ Phonetically Regular Words**(French)**	10
	➤ Concepts About Print **(English)**	20
	➤ Sight Words **(French)**	10
	➤ Running Record (GB+)	Level 1

Board Target: 98% of SK students will achieve the Board Standard in all the above assessments by year end.

FRENCH IMMERSION
ASSESSMENT FOR LEARNING - LITERACY
GRADE ONE

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	- Sight Words **(French SK list)** - Phonetically Regular Words **(French SK list)** - Running Record (GB+)	- Letter Names (upper and lower case) **(French)** - If student knows fewer than 52 (June SK) - Letter Sounds **(French)** - If student knows fewer than 30 (June SK) - Phonemic Awareness: Yopp Singer **(English)** - If student scores less than 6 on Rosner **(French)** (June SK) - Phonological Awareness (OTM) (pp 17-18) **(English)** - If student scores less than 6 on Rosner **(French)** (June SK)
Jan. 4 to Jan. 29, 2010	- Sight Words **(French Grade One list)** - Running Record (GB+) - Phonetically Regular Words **(French Grade One list)** - FIWA	- Letter Names **(French)** - If student knows fewer than 52 - Letter Sounds **(French)** - If student knows fewer than 30
May 25 to June 11, 2010	- Running Record (GB+) - FIWA - Letter Sounds **(French)** - If student knows fewer than 39	- Letter Names **(French)** - If student knows fewer than 52 - Phonetically Regular Words **(French Grade One list)** - Sight Words **(French Grade One list)**

Board Standards (Year End)	- Running Record (GB+) - Sight Words (French Grade One list) - Phonetically Regular Words (French Grade One List) - FIWA 3	Level 5 22 28
Board Target: 98% of Grade One students will achieve the Board Standard in all the above assessments by year end.		

FRENCH IMMERSION
ASSESSMENT FOR LEARNING - LITERACY
GRADE TWO

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	➢ Running Record (GB+) ➢ Sight Words (**French Grade One list**) ➢ Phonetically Regular Words (**French Grade One List**)	➢ Letter Sounds **(French)** • If student knows fewer than 39 (June Grade One) ➢ Phonetically Regular Words (**French Grade One List**) • If student knows less than 28 (June Grade One)
Jan. 4 to Jan. 29, 2010	➢ Running Record (GB+) ➢ Sight Words (**French Grade Two list**) ➢ Phonetically Regular Words (**French Grade Two**) ➢ FIWA	➢ Letter Sounds (French) • If student knows fewer than 39 (Oct.)
May 25 to June 11, 2010	➢ Running Record (GB+) ➢ FIWA	➢ Sight Words (**French Grade Two list**) • If student knows fewer than 20 in Feb. ➢ Phonetically Regular Words **(French)** • If student knows fewer than 28 in Feb

Board Standards (Year End)	➢ Running Record (GB+) ➢ Phonetically Regular Words (**French**) ➢ Sight Words (**French Grade Two list**) ➢ FIWA	Level 13 27 20 3
Board Target: 98% of Grade Two students will achieve the Board Standard in all the above assessments by year end.		

FRENCH IMMERSION LITERACY ASSESSMENT

FRENCH IMMERSION
ASSESSMENT FOR LEARNING - LITERACY
GRADE THREE

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	➢ Running Record (GB+) ➢ FIWA	▪ Sight Words (**French Grade Two List**) • If students attained less than 20 at the end of grade 2
Jan. 4 to Jan. 29, 2010	➢ Running Record (**English-OTM**) ➢ OWA	➢ Sight Words (**French Grade Two list**) • If student knows less than 20 in Oct. ➢ GB + (**if student was at level 14 or below first term**)
May 17 to June 11, 2010	➢ Running Record (GB+) ➢ FIWA	➢ Sight Words (**French Grade Two list**) • If student knows less than 20 in Term 2.

Board Standards (Year End)	➢ Running Record (**English-OTM**)	R
	➢ Running Record (GB+)	Level 20
	➢ OWA **(English)**	3
	➢ FIWA	3

Board Target: 98% of Grade Three students will achieve the Board Standard in all the above assessments by year end. **Board EQAO Targets:** 80% of Grade Three students will achieve the Provincial Standard in Reading. 80% of Grade Three students will achieve the Provincial Standard in Writing.

FRENCH IMMERSION
ASSESSMENT FOR LEARNING - LITERACY

GRADE FOUR

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	➢ Running Record (GB+) ➢ OWA **(English)**	▪ Running Record (**English**-OTM) o If the student is not at Level T at the end of Grade 3
Jan. 4 to Jan. 29, 2010	• FIWA **(French)** ➢ CASI **(English)**	• Running Record (GB+) ➢ If student has not achieved level 24 in Term 1
May 25 to June 11, 2010	➢ OWA **(English)** ➢ Running Record (GB+) **OR** if at Level 24 administer FI Reading Comprehension Test	

Board Standards (Year End)	➢ CASI	3
	➢ OWA	3
	➢ Running Record (GB+)	Level 24
	➢ FIWA	3
Board Target: 98% of Grade Four students will achieve the Board Standard in all the above assessments by year end.		

FRENCH IMMERSION
ASSESSMENT FOR LEARNING - LITERACY

GRADE FIVE

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	➢ Running Record (GB+) ➢ OWA **(English)**	
Jan. 4 to Jan. 29, 2010	➢ FIWA ➢ CASI **(English)**	• Running Record (GB+) o If student has not achieved level 27
May 25 to June 11, 2010	➢ OWA ➢ Running Record (GB+) **OR** if at Level 27 administer FI Reading Comprehension Test	

Board Standards (Year End)	➢ CASI	3
	➢ OWA	3
	➢ Running Record (GB+)	Level 27
	➢ FIWA	3

Board Target: 98% of Grade Five students will achieve the Board Standard in all the above assessments by year end.

FRENCH IMMERSION ASSESSMENT FOR LEARNING - LITERACY GRADE SIX

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	➤ Running Record (GB+) ➤ FIWA	➤ F.I. Reading Comprehension Test ○ If students achieved 30 on GB+
Jan. 4 to Jan. 29, 2010	➤ OWA **(English)** ➤ Running Record (GB+) **OR** ➤ F.I. Reading Comprehension Test (see above)	
May 17 to June 11, 2010	➤ CASI **(English)** ➤ FIWA	

Board Standards (Year End)	➤ CASI	3
	➤ OWA	3
	➤ Running Record (GB+)	Level 30
	➤ FIWA	3

Board Target: 98% of Grade Six students will achieve the Board Standard in all the above assessments by year end.
Board EQAO Targets: 75% of Grade Six students will achieve the Provincial Standard in Reading. 75% of Grade Six students will achieve the Provincial Standard in Writing.

FRENCH IMMERSION
ASSESSMENT FOR LEARNING - LITERACY
GRADE SEVEN

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	➢ OWA **(English)** ➢ Running Record (GB+) • If student is at a level less than 30 in June Grade Six **OR** ➢ FI Reading Comprehension Test (at 30)	
Jan. 4 to Jan. 29, 2010	➢ CASI **(English)** ➢ FIWA **(French)**	
May 25 to June 11, 2010	➢ OWA **(English)** ➢ Running Record (GB+) • If student is at a level less than 30 **OR** ➢ FI Reading Comprehension Test (at 30)	

Board Standards (Year End)	➢ CASI	3
	➢ OWA	3
	➢ FIWA	3
Board Target: 98% of Grade Seven students will achieve the Board Standard in all the above assessments by year end.		

FRENCH IMMERSION
ASSESSMENT FOR LEARNING - LITERACY
GRADE EIGHT

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	ASSESS SOME STUDENTS
Sept. 8 to Oct. 9, 2009	- OWA **(English)** - Running Record (GB+) - If student is at a level less than 30 in June Grade Six **OR** - FI Reading Comprehension Test	
Jan. 4 to Jan. 29, 2010	- CASI **(English)** - FIWA **(French)**	
May 25 to June 11, 2010	- OWA **(English)** - Running Record (GB+) - If student is at a level less than 30 in June Grade Six **OR** - FI Reading Comprehension Test	

Board Standards (Year End)	- CASI - OWA - FIWA	3 3 3
Board Target: 98% of Grade Eight students will achieve the Board Standard in all the above assessments by year end.		

Math Assessment Background Information

COMMON MATHEMATICS ASSESSMENTS

- All SK to 8 students will be assessed using grade specific Common Mathematics Assessments developed in each school. It is expected that a Common Rich Assessment Task will be administered in **each term.** The Common Mathematics Assessment can be used as either a formative or summative assessment. Moderated scoring of the assessments will promote staff dialogue about mathematics instruction.
- System Common Mathematics Assessments will be administered in May/June in Grades Two, Four and Eight as a summative assessment.
- The System will continue to support Administrators, Math Contact Teachers and School Staffs with the development of Common Mathematics Assessments.

PRIME

- The diagnostic data obtained from the implementation of the PRIME assessment tool will be used to facilitate school-based collegial discussions around best-practices in Mathematics Instruction, and will ultimately lead to improved student learning.
- Centrally, the Math Contact Teachers will continue to participate in discussions around the implementation of PRIME at the school level. Consequently, the MCT's will help facilitate the school-based discussions around content issues and the conceptual continuum identified through PRIME, to inform classroom practice.
- **All teachers** of Mathematics are required to administer the PRIME assessment tool as outlined in the Assessment .

TYPICAL PHASES FOR Grades K-6					
Grade	K-1	1-3	3-5	4-6	6and up
Phase	1	2	3	4	5

ASSESSMENT FOR LEARNING - MATHEMATICS JUNIOR KINDERGARTEN

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	SOME / FEW
TERM I		
TERM II		
TERM III		

ASSESSMENT FOR LEARNING - MATHEMATICS SENIOR KINDERGARTEN

ASSESSMENT WINDOW	ASSESS ALL STUDENTS	SOME / FEW
TERM I		
TERM II	Common Rich Assessment Task	
TERM III	Common Rich Assessment Task	

Common Rich Assessment Tasks will be developed at the school level and a moderated assessment strategy will be used to assess.
* PRIME: Number and Operations; Guide to Using the Developmental Map, pg. 19 & Checklist

ASSESSMENT FOR LEARNING - MATHEMATICS GRADE ONE

COMMON RICH ASSESSMENT TASK		PRIME	
ASSESSMENT WINDOW	**ASSESS ALL STUDENTS**	**ASSESSMENT WINDOW**	**ASSESS ALL/SOME STUDENTS**
TERM I	Common Rich Assessment Task	**SEPT. 8 TO OCT. 9, 2009**	**PRIME** ▪ All students who have been identified by K teachers as being in Pre-Phase 1 (*) ▪ A minimum of 2 students who may be developmentally beyond Phase 2 in Number
TERM II	Common Rich Assessment Task	**Jan. 4 to Jan. 29, 2010**	
TERM III	Common Rich Assessment Task	**MAY 25 TO JUNE 11, 2010**	**PRIME** ▪ All students who have yet to reach Phase 1 in Number

Common Rich Assessment Tasks will be developed at the school level and a moderated assessment strategy will be used to assess.

* PRIME: Number and Operations; Guide to Using the Developmental Map, pg. 19 & Checklist

ASSESSMENT FOR LEARNING - MATHEMATICS GRADE TWO

COMMON RICH ASSESSMENT TASK			PRIME	
ASSESSMENT WINDOW	**ASSESS ALL STUDENTS**		**ASSESSMENT WINDOW**	**ASSESS ALL/SOME STUDENTS**
TERM I	Common Rich Assessment Task		**SEPT. 8 TO OCT. 9, 2009**	**PRIME** ▪ All students who may be developmentally beyond Phase 2 (Number & Operations)
TERM II	Common Rich Assessment Task		**Jan. 4 to Jan. 29, 2010**	**PRIME** ▪ All students who have yet to reach Phase 2
TERM III	**SYSTEM** Common Rich Assessment Task		**MAY 25 TO JUNE 11, 2010**	

Term I and Term II Common Rich Assessment Tasks will be developed at the school level and a moderated assessment strategy will be used to assess.

ASSESSMENT FOR LEARNING - MATHEMATICS GRADE THREE

COMMON RICH ASSESSMENT TASK			PRIME	
ASSESSMENT WINDOW	**ASSESS ALL STUDENTS**		**ASSESSMENT WINDOW**	**ASSESS ALL/SOME STUDENTS**
TERM I	Common Rich Assessment Task		**SEPT. 8 TO OCT. 9, 2009**	**PRIME** ▪ All students who have yet to reach Phase 2 ▪ All students who may be developmentally beyond Phase 3 (Number & Operations)
TERM II	Common Rich Assessment Task		**Jan. 4 to Jan. 29, 2010**	
TERM III	EQAO		**MAY 25 TO JUNE 11, 2010**	**PRIME** ▪ All Students who have yet to reach Phase 2
Board EQAO Target: 80% of Grade Three students will achieve the Provincial Standard.				

Term I and Term II Common Rich Assessment Tasks will be developed at the school level and a moderated assessment strategy will be used to assess.

ASSESSMENT FOR LEARNING - MATHEMATICS
GRADE FOUR

COMMON RICH ASSESSMENT TASK			PRIME	
ASSESSMENT WINDOW	**ASSESS ALL STUDENTS**		**ASSESSMENT WINDOW**	**ASSESS ALL/SOME STUDENTS**
TERM I	Common Rich Assessment Task		**SEPT. 8 TO OCT. 9, 2009**	**PRIME (Number & Operations)** ▪ All students
TERM II	Common Rich Assessment Task		**Jan. 4 to Jan. 29, 2010**	**PRIME** ▪ All students who have yet to reach Phase 3 in either Number or Operations ▪ All students who may be developmentally beyond Phase 4
TERM III	**SYSTEM** Common Rich Assessment Task		**MAY 25 TO JUNE 11, 2010**	

Term I and Term II Common Rich Assessment Tasks will be developed at the school level and a moderated assessment strategy will be used to assess.

<table>
<tr><td colspan="5">**ASSESSMENT FOR LEARNING - MATHEMATICS**

GRADE FIVE</td></tr>
<tr><td colspan="2">**COMMON RICH ASSESSMENT TASK**</td><td></td><td colspan="2">**PRIME**</td></tr>
<tr><td>**ASSESSMENT WINDOW**</td><td>**ASSESS ALL STUDENTS**</td><td></td><td>**ASSESSMENT WINDOW**</td><td>**ASSESS ALL/SOME STUDENTS**</td></tr>
<tr><td>**TERM I**</td><td>Common Rich Assessment Task</td><td></td><td>**SEPT. 8 TO OCT. 9, 2009**</td><td>**PRIME (Number & Operations)**
▪ All students</td></tr>
<tr><td>**TERM II**</td><td>Common Rich Assessment Task</td><td></td><td>**Jan. 4 to Jan. 29, 2010**</td><td>**PRIME**
▪ All students who have yet to reach Phase 4 in either Number or Operations</td></tr>
<tr><td>**TERM III**</td><td>Common Rich Assessment Task</td><td></td><td>**MAY 25 TO JUNE 11, 2010**</td><td></td></tr>
</table>

Term I, Term II and Term III Common Rich Assessment Tasks will be developed at the school level and a moderated assessment strategy will be used to assess.

ASSESSMENT FOR LEARNING - MATHEMATICS GRADE SIX				
COMMON RICH ASSESSMENT TASK			**PRIME**	
ASSESSMENT WINDOW	**ASSESS ALL STUDENTS**		**ASSESSMENT WINDOW**	**ASSESS ALL/SOME STUDENTS**
TERM I	Common Rich Assessment Task		**SEPT. 8 TO OCT. 9, 2009**	**PRIME (Number & Operations** ▪ All students
TERM II	Common Rich Assessment Task		**Jan. 4 to Jan. 29, 2010**	**PRIME** ▪ All students who have yet to reach Phase 4 in either Number or Operaitons
TERM III	EQAO		**MAY 25 TO JUNE 11, 2010**	
Board EQAO Target: 75% of Grade Six students will achieve the Provincial Standard.				

Term I and Term II Common Rich Assessment Tasks will be developed at the school level and a moderated assessment strategy will be used to assess.

ASSESSMENT FOR LEARNING - MATHEMATICS GRADE SEVEN

COMMON RICH ASSESSMENT TASK		PRIME	
ASSESSMENT WINDOW	**ASSESS ALL STUDENTS**	**ASSESSMENT WINDOW**	**ASSESS ALL/SOME STUDENTS**
TERM I	Common Rich Assessment Task	**SEPT. 8 TO OCT. 9, 2009**	**PRIME (Number & Operations)** ▪ All students
TERM II	Common Rich Assessment Task	**Jan. 4 to Jan. 29, 2010**	**PRIME** ▪ students who have yet to reach Phase 5 in either Number or Operations
TERM III	Common Rich Assessment Task	**MAY 25 TO JUNE 11, 2010**	

Term I Term II and Term III Common Rich Assessment Tasks will be developed at the school level and a moderated assessment strategy will be used to assess.

ASSESSMENT FOR LEARNING - MATHEMATICS GRADE EIGHT

COMMON RICH ASSESSMENT TASK			PRIME	
ASSESSMENT WINDOW	**ASSESS ALL STUDENTS**		**ASSESSMENT WINDOW**	**ASSESS ALL/SOME STUDENTS**
TERM I	Common Rich Assessment Task		**SEPT. 8 TO OCT. 9, 2009**	**PRIME (Number & Operations)** ▪ All students
TERM II	Common Rich Assessment Task		**Jan. 4 to Jan. 29, 2010**	**PRIME** ▪ Students who have yet to reach Phase 5 in either Number or Operations
TERM III	**SYSTEM** Common Rich Assessment Task		**MAY 25 TO JUNE 11, 2010**	

Term I and Term II Common Rich Assessment Tasks will be developed at the school level and a moderated assessment strategy will be used to assess.

Assessment Background Information

TEST OF KNOWLEDGE OF LETTER -SOUND RELATIONSHIP

Jolly Phonics is a phonics program that has been chosen as part of the Balanced Literacy program in Bluewater. It provides an action cue for each of the phonemes studied. This intermediary action step has been found to enhance the learning of the letter-sound relationship with young children. The ultimate goal is that the child will see a letter and know the sound it represents. This is necessary knowledge for learning to decode new words. Knowing these sounds in isolation precedes being able to use them for decoding.

The second part of this assessment is decoding a number of phonetically regular words. Currently in many areas of the province, and in the past in Bluewater, this knowledge was introduced in grade 1. Because we introduce this now in the kindergarten program it is important to see what the students have learned.

TEST OF KNOWLEDGE OF LETTER -SOUND RELATIONSHIP

* Present phonemes as listed on the sheet provided. Child reads across the sheet left to right.

* Child responds with the sound

* Teacher must not prompt with the action although it is permissible for the child to use actions

* Record the correct responses and information pertinent to programming for the child

* The first four rows contain the sounds from the first four groups of letters randomly arranged.

TEACHER'S SCHOOL READINESS INVENTORY (TSRI)

The TSRI should be administered after the teacher has interacted with the students for two months. It should only be administered to students fluent in English and who are age appropriate for kindergarten.

Each scale is a 5-point rating scale with 5 being very good and 1 being very poor. Each scale is rated and then the ratings of the scales added to give the overall score. In the TERM I of Senior Kindergarten an overall score of 13 or less indicates concern. The lower the score, the higher the concern raised. For students with scores below this cut off point extra attention could be given to the areas of concern

The TSRI has only five items and requires no more than two or three minutes per child to complete. However, it has been shown to be highly accurate in identifying a large majority of children who were at risk of failure by grade two. This identification allows for early intervention and increases the likelihood of preventing that failure.

RUNNING RECORD

The Running Record consists of three subtests: a high-frequency word recognition assessment, a running decoding in context assessment and a reading comprehension assessment. The word recognition assessment determines if the students are able to recognize known high frequency words out of context with automaticity and also provides and entry level for the comprehension check. The running decoding in context assessment looks at the student's ability to read the vocabulary of a story in context. The teacher is able to assess the strategies used for decoding and plan the next steps in programming for the student. The comprehension assessment provides information on how well a student can understand, identify and explain fiction and nonfiction comprehension. The Running Record assesses reading in a naturalistic context.

HIGH-FREQUENCY WORD RECOGNITION LISTS

One of the main purposes of using these lists is to find the entry level for reading the assessment stories. The student should read these words with automaticity - not spend time decoding the words. The goal is not to see how many words the student can figure out; the goal is to determine which story level is appropriate for the running record and comprehension check.

✱   Using the **On the Mark** materials have the student orally read the words at the appropriate level.

Pages 77 - 84 in the Early Emergent-Upper Emergent Guide Assessment Guide
     Pages 43-49 in the Early Fluency-Fluency Assessment Guide

✱   Allow no more than one minute to read each list

✱   It is not necessary for each student to start with the beginning list. The teacher may make an estimate of a list the student can read and start there. Then, depending on how well the student reads the estimated level, he or she would be asked to read more difficult lists or less difficult lists.

✱   Find the list prior to the one where the student makes:
✱   one error in lists **A - G**   - or -   two errors in lists **H - T**
     Start the running record assessment at that level.

✱   Record the level for starting the running record assessment on the summary sheet in the column labelled **"Word Recog List A - T"**.

RUNNING DECODING IN CONTEXT AND COMPREHENSION

✱   The assessment books in **On the Mark** are reserved only for assessment.

✱   The oral reading is recorded as on pages 3 and 4 of the **Assessment of Reading Behavior** guidebook

✹   Assess decoding on first hundred words (approximately) only. If the book is longer than 100 words, student should read remainder of book to self so that comprehension can be assessed.

✹   Note decoding errors, self-corrections and other decoding behaviours

✹   Calculate accuracy rate. Analyze type of error

✹   Assess comprehension with a retell, the comprehension questions or both

✹   Determine overall reading proficiency by consulting the chart on page 10 of guidebook

✹   Repeat until the instructional level is found for the student.

✹   Plan next steps in program for student.

✹   Record the instructional level on the summary sheet in the column labelled "Instruct Rdg Level A - T"

PHONEMIC AWARENESS

Phonemic awareness "refers to the ability to recognize that spoken words are composed of sounds and sound sequences"(Simmer, 1998). It is one of the skills most highly correlated with success in learning to read. As such, it is essential that teachers know the level of phonemic awareness possessed by students and support those who are experiencing difficulty. The Yopp-Singer Test assesses this ability in a practical format similar to the one used by students as they read and spell.

PHONOLOGICAL AWARENESS
Sept. – On the Mark Assessment Guide- Early/Upper Emergent pp 17-18
Jan. and May-On-the Mark Assessment Guide- Early Fluency/Fluency pp 14-22

The Phonological Awareness Assessment has been included at the early fluency/fluency level to identify any students that may still be having difficulty hearing parts of words or individual phonemes in words. The purpose of the Phonological Awareness Assessment is to evaluate how well students hear the sounds of language.

Use the Phonological Awareness Assessment with those students that still need it as an ongoing observational tool to record and monitor students' growth in and development of phonological awareness.

Assess each student individually. Give all of the items in the assessment orally; the student should not see any of the words. Begin each component by using the example with the student to make sure that the student understands the task. Then proceed through the assessment, having the student respond to each item.

The Phonological Awareness Assessment has 20 items.

+=Correct
-=Incorrect

Write down any comments that reflect the student's awareness of phonological skills. Use the information from this assessment to determine which students require support in developing phonological awareness.

School Program Plan: Secondary Schools – 2009-2010

Key Indicator Data Summary for 2008-2009

Student Success Data Checklist: (Please attach any reports to the SPP)

☐ Graduation Rate

☐ EQAO – OSSLT

☐ EQAO - Grade 9 Mathematics Assessment

☐ Credit Accumulation for Grades 9 and 10

☐ Pass Rates in Compulsory Courses:
(Locally Developed, Applied and Academic)
Grade 9
- o English - __1L; __1P; __1D
- o Math - __1L; __1P; __1D
- o Science - __1L; __1P; __1D
- o Geography - __1L; __1P; __1D
- o French - __1P; __1D
- o Physical Education - __1O

Grade 10
- o English -__2L; __2P; __2D
- o Math - __2L; __2P; __2D
- o Science -__2L; __2P; __2D
- o History -__2L; __2P; __2D
- o Civics -__2O
- o Careers -__2O

☐ Percentage Course Selections
- o Locally Developed
- o Applied, Academic
- o Workplace, College
- o University/College
- o University
- o Coop

☐ Locally Developed Compulsory Courses
- o Number of Students enrolled

☐ Guidance and Career related Coop courses
- o Number Students enrolled

☐ Annual School Leaver Rate

☐ Grade 7 and 8 students at risk in English and Mathematics
- o (Levels R and 1)

☐ Range of Marks by Level
- o Level 1 - 50-59%
- o Level 2 - 60-69%
- o Level 3 - 70-79%
- o Level 4 - 80-100%

☐ Suspension Rates

ELEMENTARY INSTRUCTIONAL TIME
PLANNING GUIDELINES

	CURRICULAR COMPONENT	DAILY minimum	WEEKLY	NOTES
PRIMARY	Uninterrupted literacy block	120 minutes	600 minutes	Ensure all components are represented
	Social Studies & Science		300 minutes (max)	Social Studies or Science enduring understandings will ideally inform the basis of literacy instruction.
	Uninterrupted numeracy block	K – 20 min. focused time Gr. 1-3 60 minutes	300 minutes	Ensure the use of the 3 part lesson Reference: Early Math Strategy, p. 28
	Arts – Visual Arts, Drama & Music		150 minutes (max)	
	Phys. Ed./Health	20 minutes (min.)		30 minutes per day available and is expected.
JUNIOR	Uninterrupted literacy block	90 minutes	450 minutes	Ensure all components are represented Reference: Literacy For Learning, p. 29
	Social Studies & Science		250 minutes (max)	Social Studies or Science enduring understandings will ideally inform the basis of literacy instruction.
	Uninterrupted numeracy block	60 minutes	300 minutes	Ensure the use of the 3 part lesson
	Arts– Visual Arts, Drama & Music		150 minutes (max)	
	Phys. Ed./Health	20 minutes (min.)		30 minutes per day available and is expected.
	French		200 minutes	Ideally, 40 minutes daily
INTERMEDIATE Principals may timetable up to half of their grade 7/8 program in a rotary delivery model.	Uninterrupted literacy block	60 minutes	300 minutes	Ensure all components are represented
	History Geography Science		350 minutes (max)	History, Geography or Science enduring understandings will ideally inform the basis of literacy instruction.
	Uninterrupted numeracy block	60 minutes	300 minutes	Ensure the use of the 3 part lesson
	Arts – Visual Arts & Drama		120 minutes (max)	When schools have organized periods greater than 40 minutes, music instruction may exceed 80 minutes but is not to go over 100 minutes per week
	Arts – Instrumental Music		80 minutes (max)	
	Phys. Ed./Health	20 minutes (min.)		30 minutes per day available and is expected.
	French		200 minutes	Ideally, 40 minutes daily

HOMEROOM COMPONENT OF INSTRUCTION   Total Instructional time per day 300 minutes.   Total Instructional time per week 1500 minutes.

Revised: June 2009