



Administrative Procedures Memorandum

#: APC022

Elementary School Policy for Assessment, Evaluation, Grading & Reporting Grades 1-8

DATE OF ISSUE: March 2002
Revised: February 2005, September 2005, February 2008, January 2009, September 2011

MEMO TO: All Staff

FROM: Director of Education

PURPOSE

The purpose of this memorandum is to outline a common approach and a consistent practice of assessment, evaluation, and reporting in our elementary schools which actively and intentionally pursues the Waterloo Catholic District School Board vision: *“Our Catholic Schools: heart of the community ~ success for each and a place for all.”* In light of our Catholic faith tradition, a fundamental belief in the essential dignity of all learners governs all of our practice and has particular significance in the area of assessment, evaluation, and reporting.

This document is a companion to *Growing Success Assessment, Evaluation, And Reporting in Ontario Schools 2010* published by the Ministry of Education and provides further direction outlining policy specific to the Waterloo Catholic District School Board.

With this document, we work towards the realization of our vision by living our mission: *“As disciples of Christ, educating and nurturing hope in all learners to realize their full potential to transform God’s world.”* Designing and implementing authentic assessment, evaluation and reporting strategies which respect the uniqueness of the individual learner promotes improved student achievement of the provincial curriculum expectations enabling students to achieve the expectations for the Ontario Catholic School Graduate, calling them to contribute meaningfully to the community

REFERENCES

- *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 1st Edition* (Ministry of Ed. 2010)
- *The Ontario Catholic School Graduate Expectations* (ICE, 1999)
- *Learning for All: Kindergarten to Grade 12* (Ministry of Ed. 2009)
- *The Ontario Curriculum, Grades 1-8 Curriculum Documents*
- *The Individual Education Plan: A Resource Guide* (2004)

FORMS

- N/A

APPENDICES

- APC022 Appendix 1: Reporting Student Achievement and the IEP
- APC022 Appendix 2: 4-Tier ELL Protocol

COMMENTS AND GUIDELINES

Preamble:

The following guidelines draw heavily from *Growing Success* while responding to the distinctive lens and unique circumstances of the elementary schools in the Waterloo Catholic District School Board. They have been developed in collaboration with representatives from a variety of schools, roles, and experiences and validated by the system-level AE committee and adopted by the Planning and Priorities team.

Chapter One: *Fundamental Principles*

The primary purpose of assessment, evaluation, and reporting is to improve student learning. *Growing Success* articulates seven fundamental principles which govern assessment, evaluation, and reporting to ensure that it is valid and reliable, and leads to the improvement of learning for all students. These principles ensure that assessment, evaluation, and reporting practices:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (*Growing Success*, 6).

Chapter Two: *Learning Skills and Work Habits*

For Grades 1 to 8, two distinct but related aspects of student achievement are evaluated: (1) the achievement of curriculum expectations, and (2) the development of learning skills and work habits.

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, are not considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement (*Growing Success*, 10).

A chart of sample behaviours is found on page 11 of *Growing Success*. It is worthy of note that this chart is not exhaustive but is intended to provide some clarification for educators to begin co-constructing criteria for success with their students.

Learning Skills and work habits in Grades 1 – 8 are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-regulation

For Grades 1 to 8, the learning skills and work habits are evaluated and reported as follows:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs Improvement

Chapter Three: Performance Standards – The Achievement Chart

Along with content standards (the curriculum expectations), there are performance standards outlined in the achievement chart in the curriculum documents for every subject area. The achievement chart identifies four categories which help teachers to focus not only on students' acquisition of knowledge, but also on their development of the skills of thinking, communication, and application. Within each category, the chart provides criteria and descriptors for each level of achievement (*Growing Success, 18*).

The achievement chart identifies four categories of knowledge and skills that are common to all subject areas and disciplines. The four categories are considered as interrelated, reflecting the wholeness and interconnectedness of learning. Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses (*Growing Success, 17*).

Chapter Four: Assessment ‘for’ Learning and ‘as’ Learning

The primary purpose of assessment is to improve student learning. This requires a culture in which student and teacher learn together in a collaborative relationship, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies.

As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning (*Growing Success, 28*). Table 4.1 in *Growing Success*, page 31, describes the relationship between the different types of assessment (as, for, of) and the different natures of assessment (diagnostic, formative, summative).

Both assessment *as* and *for* learning share a series of essential steps:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a wide variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.

Chapter Five: *Evaluation*

In order to foster student learning through assessments *of* and *for* learning, a variety of evidence should be gathered. When considering the evidence used for evaluation, however, a stricter set of criteria should be employed.

“Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. Teachers collect ‘student products’ in the form of tests...and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, student responses, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests...are to be completed, whenever possible, under the supervision of a teacher.

“Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark (*Growing Success*, 39).”

Evaluation relies primarily on assessment *of* learning according to the overall expectations. The reporting of such assessment takes into account a variety of considerations such as: accommodations for English Language Learners or students with special needs; determining a report card grade and ranges of marks; the use of ‘I’ and ‘R’ in recording and reporting student achievement. Further clarification of these considerations is found in *Growing Success*, pages 38-42.

Late and Missed Assignments:

Effective assessment and evaluation is based upon the presentation of evidence of student learning. It is therefore the responsibility of the student, guided by the teacher, to ensure that the highest quality evidence of learning is available in a form and time-frame established. Research and experience, however, indicate that the more students are involved in contributing to form and timing, the higher the likelihood of engagement and completion.

The expectation of the WCDSB is that all assignments are complete and submitted according to the pre-determined due date.

Evidence of student learning comes in a variety of forms (observation, conversation, product) however *assignments used for evaluation* are most often rich performance tasks, demonstrations, projects, or essays. Assignments for evaluation do *not* include ongoing homework that students do to practise skills, consolidate knowledge and skills, and/or prepare for the next class (*Growing Success*, 144).

A late and missed assignment policy is designed to motivate students to submit high quality evidence of their learning, it is not intended to impact upon the way such achievement is reported. In reporting student achievement, teachers can, in no way, misrepresent the student's true level of achievement.

It is the policy of the WCDSB that marks not be deducted from student work in order to reflect a late or missed assignment.

Reporting late and missed assignments is done through the learning skills and work habits sections of the report card (*Growing Success* 46). Often times, students who consistently submit assignments late, or not at all, experience a variety of other difficulties which influence their ability to complete tasks. In such cases, all efforts should be made to attend to these other needs.

It is important that the supports for students be appropriate to their age and learning profile. Interventions for students in grades 1-6 may be different than for students in grades 7-8 but the focus should always be on supporting students in providing evidence of learning. It is not to be a punitive process.

At the commencement of the school year, and ongoing throughout, it is the responsibility of teachers and administrators to communicate the policy for late and missed assignments to students and parents. In cases where a student does not submit an assignment by a mutually agreed upon deadline, teachers should guide the student through a continuum of interventions designed to assist the student in completing the work. Ensuring that parent contact is maintained throughout, teachers may re-establish deadlines, provide alternate venues for completion, or in some cases offer an alternate assignment (*Growing Success* 43). If the interventions are unsuccessful, teachers should consult with the in-school team to determine the best course of action.

The goal of the WCDSB with regard to late and missed assignments is to make the consequence for not doing one's work, in fact doing one's work. In order to support the achievement of this goal, teachers are asked to consider the following guiding questions when developing responses to late and missed assignments:

- What additional circumstances might need to be considered?
- Is this an isolated or a repeated issue?
- What accommodations might support student achievement?
- Has effective communication with parents been established in a timely manner?
- What additional student support strategies may be effective?
- Should administration be consulted?

In reporting student achievement in cases of a missed assignment, teachers should consider the most consistent and most recent evidence of achievement in determining the true representation of student learning (*Growing Success*, 44).

Cheating and Plagiarism:

Cheating and plagiarism are forms of academic theft. They are serious matters which have significant implications for student learning and the moral climate of the school.

Cheating is a form of deceit which involves the intentional use of improper access to materials to complete an assignment or test. Cheating constitutes the use of material on paper, in text messages, or any other means of retrieving information, including oral communication or body language.

Plagiarism occurs when an individual intentionally or unintentionally uses information and represents another person's words, facts, ideas, translations, images (photographs, art work, graphs, etc.) or audio as their own by not giving credit to the creators. Plagiarism includes purchasing, copying, stealing or cutting and pasting some or all of another person's work and submitting it as their own. Plagiarism may occur when a student fails to properly reference and cite sources or paraphrase information.

As a part of the ongoing cycle of instruction and assessment, it is the shared responsibility of teachers, library technicians, and other educators to employ strategies to ensure that students avoid cheating and plagiarism. These strategies should be employed early in the school year and returned to consistently throughout. *Style Guides* and other resources on academic integrity, developed by the library staff of the WCDSB, provide activities and lessons for each grade to support student learning in this area. The *Style Guides* and other resources on academic integrity recognise that there is a developmental continuum through which students will grow. While disciplinary interventions may be appropriate for repeated incidences, the first emphasis is always on fostering student learning. Schools are encouraged to develop their own processes for disciplinary intervention to ensure consistency within the site and to account for the varied circumstances of the individual student.

It is the policy of the WCDSB that in cases of cheating and/or plagiarism, there is no clear demonstration of student learning and as such assignments/assessments would be considered incomplete and subject to the process for late and missed assignments.

In addition to process for late and missed assignment, the following responses should be employed:

- The student and parent/guardian are informed by the teacher.
- The work shall either be re-done or, as determined by the teacher, an alternate assignment or form of assessment will be permitted to demonstrate achievement of the curriculum expectations.
- The teacher explains and provides feedback to the student, to ensure a deepening understanding that assignments, completed for evaluation, must be their own work.

While the responses above are consistent throughout grades 1-8, the nature of those responses should take into account the grade of the student, the degree of understanding, and their position on the developmental continuum.

Chapter Six: *Reporting Student Achievement*

Reporting on student achievement for students in elementary schools takes two forms; early in the school year the Elementary Progress Report Card will be distributed and the Elementary Provincial Report Card will be distributed twice thereafter.

The Elementary Progress Report Card is designed to show a student's development of the learning skills and work habits during the fall of the school year, as well as a student's general progress in working towards the achievement of the curriculum expectations in all subjects.

The Elementary Provincial Report Card is designed to show a student's achievement at *two points* in the school year. The first provincial report card will reflect the student's achievement of curriculum expectations introduced and developed from September to January/February of the school year, as well

as the student's development of the learning skills and work habits during that period. The second provincial report card will reflect the student's achievement of the curriculum expectations introduced or further developed from January/February to June of the school year, as well as the student's development of the learning skills and work habits during that period. On the second report card, the achievement recorded on the first report card is also shown, to provide parents/guardians with an overview of the student's achievement. (*Growing Success*, 50-51)

In grades 1-6, student achievement will be reported on the Elementary Provincial Report Card using a letter grade with a plus or minus sign as appropriate. Achievement in grades 7-8 will use percentage marks aligned with the levels of achievement (*Growing Success* 56).

In writing comments, teachers should focus on student demonstrations of learning, describe significant strengths, and identify next steps for improvement. In all report cards, Progress or Provincial, teachers should use parent-friendly language and avoid language that simply repeats the wording of curriculum expectations or the achievement chart. When appropriate, teachers may make reference to particular strands. The comments should describe in overall terms what the students know and can do and should provide parents with personalized, clear, precise, and meaningful feedback that will help parents support children at home as well as school.

In the area of Religion and Family Life, student achievement is reported by anecdotal comment only. A letter grade or percentage mark is not recorded.

Further concerns regarding reporting on student achievement for English Language Learners or students with an IEP are addressed in the following sections.

Chapter Seven: *Students with Special Education Needs*

With the implementation of *Growing Success*, there are changes with respect to the IEP. Modified and/or alternative learning expectations are to be developed twice per year, once per term (Term 1 September to February, Term 2 – February to June). Also, the number of learning expectations developed per term may need to increase to reflect the lengthened time period that each term covers, depending on the needs of the learner.

Parents must be invited to consult on the IEP at/within the first 30 days of the school year and at each of the formal reporting periods throughout the year.

IEP's are working documents and can be revised at any time with appropriate consultation. Consultation and the outcome of the consultation must be noted on the consultation pages of the IEP. Consultation at the Progress Report Card time, however, may not result in significant changes to the IEP due to timelines.

Procedures for reporting student achievement vary according to the IEP. In the case of an IEP with accommodations only, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels. For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations as identified in the IEP.

APC022 Appendix 1 provides further clarification of the process for reporting the achievement of students with an IEP.

Chapter Eight: *English Language Learners*

ESL (English as a Second Language)/ELD (English Literacy Development) boxes are provided for all subject areas.

When learning expectations are modified to meet the language needs of English language learners(ELL), both assessment and evaluation will be based on the documented modified expectations. This will be noted on the report card (applies to the progress report and the provincial report card) and explained to parents. *ESL and ELD Programs and Services. Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12.*

In completing the progress report and the report card, teachers *check* ESL/ELD box to indicate that modifications have been made to curriculum expectations to address language learning needs. Teachers *do not* check the ESL/ELD box to indicate that *accommodations* have been provided to enable the student to demonstrate his or her learning (e.g., extra time, access to bilingual dictionary, strategic use of first language in the classroom).

The WCDSB ELL-Special Education (4-Tier) Protocol has been developed to identify English Language learners who may also have special needs.

When special education needs have been identified for an ELL, students are eligible for ESL/ELD services and special education services simultaneously. The development of an IEP for an English language learner will take both the language learning needs and the needs related to the student's exceptionality into consideration.

REVIEW PROCESS

This Administrative Procedure Memorandum will be reviewed by the conclusion of the academic year 2011-2012 and every three years thereafter unless otherwise required by legislative changes.



Administrative Procedures Memorandum

APC022 Appendix 1

Reporting Student Achievement and the IEP

In the case of an IEP with accommodations only, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels. For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations as identified in the IEP.

Reporting Procedures	IEP with Accommodations Only		IEP with Modified Grade Level Curriculum (with or without Accommodations)		IEP with Alternative Expectations	
	Progress Report Card	Provincial Report Card	Progress Report Card	Provincial Report Card	Progress Report Card	Provincial Report Card
IEP Box	The IEP box is not checked off.		The IEP box is checked off for the subject area regardless of the type or number of strands affected.	The IEP box is checked off for each subject or strand within a subject to which the IEP applies	The IEP box is not checked off.	
Rating/Scale Grade/Mark	Learning Skills and Work Habits: A student receiving accommodations in order to access the regular grade level curriculum and demonstrate learning, could potentially be placed anywhere on the rating scale. A "Needs Improvement" rating should constitute a flag that their program may need to be reviewed.	Learning Skills and Work Habits: A student receiving accommodations in order to access the regular grade level curriculum and demonstrate learning, could potentially be placed anywhere on the rating scale. A "Needs Improvement" rating should constitute a flag that their program may need to be reviewed.	Learning Skills and Work Habits: For students whose strengths and needs identify any of the learning skills and work habits as an area of need, the rating scale evaluation must take this into account.	Learning Skills and Work Habits: For students whose strengths and needs identify any of the learning skills and work habits as an area of need, the rating scale evaluation must take this into account.	Learning Skills and Work Habits: For students whose strengths and needs identify any of the learning skills and work habits as an area of need, the rating scale evaluation must take this into account.	Learning Skills and Work Habits: For students whose strengths and needs identify any of the learning skills and work habits as an area of need, the rating scale evaluation must take this into account.

Reporting Procedures	IEP with Accommodations Only		IEP with Modified Grade Level Curriculum (with or without Accommodations)		IEP with Alternative Expectations	
	Progress Report Card	Provincial Report Card	Progress Report Card	Provincial Report Card	Progress Report Card	Provincial Report Card
	<p>Subject: A student receiving accommodations in order to access the regular grade level curriculum and demonstrate learning, could potentially be placed anywhere on the rating scale. A “Progressing with Difficulty” rating should constitute a flag that their program may need to be reviewed.</p>	<p>Subject: A grade/mark is assigned to reflect achievement of the grade level expectations. A student receiving accommodations in order to access the regular grade level curriculum and demonstrate learning, could potentially be assigned a grade/mark corresponding to any of the four levels of achievement. A level 1 designation should constitute a flag that their program may need to be reviewed.</p>	<p>Subject: A rating scale is used to indicate progress towards achievement of the modified curriculum expectations as outlined in the IEP. Since students are evaluated in light of the learning expectations just recently established in their IEP, a student could potentially be assigned a rating corresponding to any of the three levels. Since the learning expectations are already modified, a progressing with difficulty rating should constitute a flag that the student’s program may need to be reviewed.</p>	<p>Subject: A grade/mark is assigned to reflect achievement of the modified curriculum expectations as outlined in the IEP. The learning expectations pages of the IEP must be completed for every subject, or strand within a subject. Since students are evaluated in light of the learning expectations outlined in their IEP, a student could potentially be assigned a grade/mark corresponding to any of the four levels of achievement. Since the learning expectations are already modified, a level 1 designation should constitute a flag that the student’s program may need to be reviewed.</p>	<p>Subject: The rating scale should be left blank.</p>	<p>Subject: The mark box should be left blank.</p>
Report Card Comm	The IEP is not referenced and a ministry or board statement is not included.		<p>Learning Skills and Work Habits: For students whose strengths and needs identify any of the learning skills and work habits as an area of need, the following statement must be used in the Strengths/ Next Steps for Improvement section : “<i>The learning skills and</i></p>	<p>Learning Skills and Work Habits: For students whose strengths and needs identify any of the learning skills and work habits as an area of need, the following statement must be used in the Strengths/ Next Steps for Improvement section : “<i>The learning skills and</i></p>	<p>Learning Skills and Work Habits For students whose strengths and needs identify any of the learning skills and work habits as an area of need, the following statement must be used in the Strengths/ Next Steps for Improvement section :</p>	<p>Learning Skills and Work Habits: For students whose strengths and needs identify any of the learning skills and work habits as an area of need, the following statement must be used in the Strengths/ Next Steps for</p>

Reporting Procedures	IEP with Accommodations Only		IEP with Modified Grade Level Curriculum (with or without Accommodations)		IEP with Alternative Expectations	
	Progress Report Card	Provincial Report Card	Progress Report Card	Provincial Report Card	Progress Report Card	Provincial Report Card
			<p><i>work habits have been individualized for the student and are based on the strengths and needs identified in the IEP.”</i></p> <p>Subject: No statement is made in the Strengths/ Next Steps for Improvement section</p>	<p><i>work habits have been individualized for the student and are based on the strengths and needs identified in the IEP.”</i></p> <p>Subject: The following statement in the “Strength/Next Steps for Improvement” section must appear: <i>“This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade ___ expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations.”</i></p>	<p><i>“The learning skills and work habits have been individualized for the student and are based on the strengths and needs identified in the IEP.”</i></p> <p>Subject: The following statement in the “Strength/Next Steps for Improvement” section must appear for each subject that is alternative: <i>“See attached Anecdotal Report.”</i> The WCDSB Anecdotal Report must be completed and attached to the Progress Report Card.</p>	<p>Improvement section : <i>“The learning skills and work habits have been individualized for the student and are based on the strengths and needs identified in the IEP.”</i></p> <p>Subject: The following statement in the “Strength/Next Steps for Improvement” section must appear for each subject that is alternative: <i>“See attached Anecdotal Report.”</i> The WCDSB Anecdotal Report must be completed and attached to the Provincial Report Card.</p>

R-achievement below level 1: Students with an IEP who require modified or alternative expectations and those provided with accommodations only would rarely receive an R. It is used to represent achievement that falls below level 1 and to indicate that additional learning is required. Since any learning required to be successful would already be identified in the IEP, it is not an appropriate designation for a student with an IEP.

I-insufficient evidence of achievement: Students with an IEP may receive an “I” designation indicating that there is insufficient evidence available to determine a letter grade or percentage mark. In most cases, this will be because of extenuating circumstances beyond the student’s control, such as absenteeism due to illness. Students with an IEP who are struggling with their responsibilities in providing evidence of their learning may need to have their program reviewed to determine if the goals, learning expectations and teaching strategies are still appropriate to their learning needs and strengths and/or if additional strategies are required.



Administrative Procedures Memorandum

APC022 Appendix 2

4-Tier ELL Protocol



4-Tier ELL—Special Education Protocol

Tier 1—Universal Services		
Initial Assessment and Placement of English Language Learner (for all ELLs—new to Canada or Born in Canada)		
All stakeholders involved in supporting the ELL must have input into this tier. The following may be included in this process: classroom teacher(s), ESL/ELD teacher, parent/guardians, and if required, an interpreter		
Family History	Educational History	Medical Considerations
<ul style="list-style-type: none"> • Pre-/post-migration Experiences (if applicable) 	<ul style="list-style-type: none"> • Prior schooling (continuous/ disrupted) 	<ul style="list-style-type: none"> • Developmental milestones from home culture context • Other (i.e., vision, hearing, dental) • Home language development from birth
<p>A. Complete an English Language Learner (ELL) Profile (if not already done at Newcomer Reception Centre) B. Assess Student's Stage/Level of English Proficiency based on Ministry Guidelines (if not already done at NRC) C. Determine and implement an appropriate program based on student's ESL or ELD stage/level of language acquisition</p>		
<p>Program considerations for classroom teacher in consultation with ESL teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modifications (expectations changed to align with the ESL/ELD Stages of Language Acquisition) <input type="checkbox"/> Accommodations (instructional strategies and/or learning resources to support success) <input type="checkbox"/> Appropriate assessment (ongoing, formative, authentic, performance—and product-based) 		
<ul style="list-style-type: none"> • Provision of ESL/ELD teacher support 		

Tier 2—Classroom Program	
This level of intervention includes differentiated instruction and assessment for ELLs.	
All stakeholders involved in supporting the ELL must have input into this tier. The following may be included in this process: classroom teacher(s), ESL/ELD teacher, parent/guardians, student (if appropriate) and an interpreter if required	
Review and gather additional information in the following areas to assess and determine next steps:	
<p>Review Student information</p> <ul style="list-style-type: none"> • OSR or other academic records • ELL Profile • Informal language interviews, with interpreter or settlement worker • Academic gaps • Social/emotional background <p>Consider Interpersonal Skills Observe social skills and academic acculturation in the following settings:</p> <ul style="list-style-type: none"> • Classroom • Peer interaction • Community • Behaviour/attitude/motivation • Self concept and social skills • Learning style/interests/readiness <p>Consider Academic Progress</p> <ul style="list-style-type: none"> • Program interventions implemented in class to date • Multiple and current work samples and assessments 	<ul style="list-style-type: none"> • Evidence of progress over time • Progress in content areas • Possible Special Education consultations for areas of concern • Difficulties observed across language contexts and persisting even when student receives significant support <p>Collect Information from: Classroom Teacher(s), ESL/ELD Teacher, and other support staff:</p> <ul style="list-style-type: none"> • Academic progress <p>Home information:</p> <ul style="list-style-type: none"> • Follow up on recommendation from Tier 1 (i.e., medical testing) • Home language development • Developmental/medical history • Access to nutrition and health care • Assessment reports (home country, other)

Read and implement individualized interventions and continue to collect data.
Refer to Ministry Resource "Supporting English Language Learners, Grades 1-8" for ongoing strategies.
Refer to "Questions for Parents" to gather additional information about student.
Complete the purple folder information (Stages Continuum, E1).
The ESL and Classroom teacher complete A1 or SS1 together.

If accommodations are working continue with interventions in the classroom program.
If Tier 1 and 2 interventions are insufficient, move to Tier 3.

Tier 3– In-school Team Intervention

The Tier 3 level requires an A1 / SS1 form which references the interventions provided in Tier 2, and any additional concerns.

All stakeholders involved in supporting the ELL must have input into this tier. Some of the following services might help prevent significant problems later, if organized proactively within a school. Consult with the following, regarding possible support / referral:

- Administrator(s)
- Classroom teacher(s)
- ESL/ELD teacher
- SET
- Planning time teacher
- FSL teacher

Appropriate Itinerant Support Staff

- Hearing
- Vision
- Gifted

*Reference the Student Services Handbook Section 3, p. 3-8 to 3-10 or p. 3-20 to 3-21

Action steps resulting from the in-school team level meeting should be recorded on the A2 / SS2

- Additional accommodations refer to the E1 strategies checklist
- Assistive technology as available through classroom programming

Tier 4 —Collaborative Team Intervention

If ELL continues to experience difficulties (e.g. academic, social, emotional) , refer student to Collaborative Team for discussion about support services involvement

All stakeholders involved in supporting the ELL must have input into this tier.

Available Services may include:

- SERT
- Social Work
- Speech-Language Pathology
- Psychology
- CYCW

*Reference the Student Services Handbook Section 3, p. 3-16 to 3-19 or p. 3-20 to 3-24

Action steps resulting from the Collaborative Team level meeting should be recorded on the A3 / SS2

Adapted from ERGO and TVDSB

Other Considerations

- PD is required for all teachers to understand how to differentiate instruction, assessment and resources for ELLs
- A form to document concerns and accommodations should be developed. Currently the ESL companion to DIP is used to document program modifications and accommodations
- It is important for teachers to gather information over time in order to see progress, and to observe strengths and weaknesses (see page 161 in *Special Education Considerations for English Language Learners; Delivering a Continuum of Services*)
- Teachers use various kinds of assessment tools and techniques to observe growth such as classroom observation, oral language (instead of written), portfolio / collecting work samples, graphic organizers;
- It is recommended that guidelines are developed for teachers because educational assessments need to look different for ELLs
- IEP
 - *IEP must be developed by both ESL and Special Education departments
 - *Standardized testing may not be appropriate

Adapted from ERGO and TV05B

Questions to ask Parents for Children Born Outside of Canada

Invite the parents to come in to discuss concerns about (child's) progress.
You may want to tell the parents that in order to determine the cause of your concerns you will need to ask them some questions to help you in gathering as much data / information as possible. You may need an interpreter service to assist with this.

Family history:

o Can you tell me if there were any **pre-migration** experiences that the school should know about? _____

o Are there any **post-migration** experiences that the school should know about?

o What is his/her early school experience before coming to Canada?

o Did s/he enjoy school? Was s/he nervous about going to school?

o What can you tell me about his/her developmental milestones?

o Has s/he had his vision checked? _____

o Has s/he had his hearing checked? _____

o What is the primary language you speak with (child) at home? _____

o What else can you tell me about how s/he speaks his first language?

When did s/he begin to learn English (or his second language)?

o Do you read to (child) / with (child) at home? _____ (You might suggest here some strategies that help parents to work with children at home; see attached documents from Ministry site abc123).

o Does s/he like to read? _____

o Does s/he take books out from the public library? _____

o Is s/he interested in first language books? _____ (you can indicate that we have dual-language books at the ESL Resource Centre in our board and they can be signed out to read at home)

o What attitudes does your child have about school – positive or negative?

o What attitudes does s/he have toward homework?

o In what kinds of situations or under what conditions does s/he become stressed?

o Is there anything else you can tell us about your child to help us in determining how we can support his/her learning?

Adapted from ERGO and TVOSB

Questions to ask Parents for Children Born in Canada

Invite the parents to come in to discuss concerns about (child's) progress. You may want to tell the parents that in order to determine the cause of your concerns you will need to ask them some questions to help you in gathering as much data / information as possible. You may need an interpreter service to assist with this.

Family history:

o Does s/he enjoy school? Was s/he nervous about going to school?

o What can you tell me about his/her developmental milestones?

o Has s/he had his vision checked? _____

o Has s/he had his hearing checked? _____

o What is the primary language you speak with (child) at home? _____

o What else can you tell me about how s/he speaks his first language?

When did s/he begin to learn English (or his second language)?

o Do you read to (child) / with (child) at home? _____ (You might suggest here some strategies that help parents to work with children at home; see attached documents from Ministry site abc123).

o Does s/he like to read? _____

o Is your child able to read or write in the first language?

o Does s/he take books out from the public library? _____

o Is s/he interested in first language books? _____ (you can indicate that we have dual-language books at the ESL Resource Centre in our board and they can be signed out to read at home)

o What attitudes does your child have about school – positive or negative?

o What attitudes does s/he have toward homework?

o In what kinds of situations or under what conditions does s/he become stressed?

o Is there anything else you can tell us about your child to help us in determining how we can support his/her learning?

Adapted from ERGO and TVDSB