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1. The delivery of the instruction is governed by the Curriculum Guides provided by the Department of Education of Newfoundland and Labrador.

RATIONALE

The Department of Education determines the nature and scope of each course/program. The stated outcomes form the framework for teaching, learning, as well as the basis of assessment and evaluation.

Teachers will plan instruction within this framework using a variety of instructional approaches and learning activities.

Practices:

1.1: Schools shall communicate program and curriculum outcomes to students and parents/guardians. This information can be found at: http://www.ed.gov.nl.ca/edu/k12/index.html.

1.2: Teachers shall follow the course/program descriptions and time recommended for each course as outlined in the Program of Studies. This information can be found at: http://www.ed.gov.nl.ca/edu/k12/curriculum/descriptions.html.

1.3: Prior to the Annual Curriculum Orientation Session (Teacher Meet and Greet/Open House) in September, teachers shall submit a course outline to administration/department head which will then be distributed to students and parents/guardians no later than September 30 (See Appendix A).

1.3.1: Where there is more than one slot of a course, there shall be a common course outline and evaluation plan.

1.3.2: Where there are complementary courses in English and Francais (e.g. Math 4 / Mathématiques 4, Social Studies 8 / Science humaines 8), there shall be a common course outline and evaluation plan.

1.4: All schools shall hold an Annual Curriculum Orientation Session by the end of September to acquaint parents/guardians with the curriculum.

1.5: Regular review of outcomes shall be an integral part of instruction as consistent monitoring will enable teachers to make the necessary adjustments to meet individual learning needs and ensure achievement of outcomes.
2. Assessment and evaluation practices must include pre-instructional, formative, and summative assessment components.

RATIONALE

It is important to recognize that assessment serves different purposes at different times. Teachers need assessment and evaluation results to assist them to plan, implement, and revise their classroom instruction. This is achieved through pre-instructional, formative, and summative assessments.

Practices:

2.1: Comprehensive assessment shall consist of pre-instructional, formative, and summative:

a) **Pre-instructional assessment** determines appropriate starting points for instruction, provides an indication of students’ strengths and needs, and gives direction for teacher instruction. Examples include: reading records, writing samples, interest inventories, student – teacher conferences, cumulative records, etc.

*Results from pre-instructional assessment have no place in grades.*

b) **Formative assessment** is viewed as informative assessment. It is known as assessment *for* and *as* learning. It is designed to gather data during the teaching and learning process and inform learners about steps they need to take to improve their learning. It allows teachers throughout this process to adjust instruction to help improve student performance. Examples include: work samples, reading records, jigsaw, games, graphic organizers, role playing, yes/no responses, student checklist, homework (usually), conferencing, SMART Response clickers, informal observation, working portfolio, etc.

c) **Summative assessment** is assessment that occurs at the end of a significant period of learning and summarizes student achievement of that learning. It is known as assessment *of* learning. Examples include: District Common Assessments, Midterm and Final Exams, Provincial Assessments, unit assessments, final portfolios, and formal conferences.
Assessing, Evaluating & Communicating

Assessing Student Learning in the Classroom

Planning

What will be the next steps in learning?
• self/teacher reflection

How will we know learning has occurred?
• criteria/indicators
• exemplars

How will students receive summative feedback?
• qualitative/descriptive
• quantitative/marks
• self/teacher as judge
assessment OF learning

How will students receive ongoing formative feedback?
• descriptive
• specific
• self/peer/parent/mentor/teacher as coach
assessment FOR learning

How will students demonstrate their learning?

What activities will enable students to learn?

How will we collect and provide evidence of learning?
• purpose and context
• demonstrations of learning
  - observations
  - learning logs
  - performance tasks
  - projects
  - tests
  - written language
  - oral language
  - visual communication
• feedback: descriptive/scoring guide

What will students learn?

What will students learn?

Program of Studies
3. There shall be a planned approach to assessment and evaluation which includes a variety of data and consistent practices to determine the students’ level of achievement.

RATIONALE:

A comprehensive profile of student achievement in relation to learning outcomes is attained through the analysis of a variety of sources.

The practices selected for evaluation shall consider the student, the curriculum outcomes, and the conditions under which learning will occur. Assessment and evaluation practices are designed to give students the opportunity to demonstrate both process and product outcomes.

Practices:

3.1: Teachers will be expected to determine learner progress as appropriate for age/development/cognitive level of the student from a variety of sources of data such as:

- checklists
- cumulative reviews
- teacher made tests
- quizzes
- common assessments
- documented teacher observation
- integrated/cross-curricular assessment
- journals
- performances
- portfolios
- student/teacher led conferencing
- student self-assessment

3.2: Teachers will be expected to assess frequently using formative and summative assessments.

3.3: Teachers will be responsible for maintaining accurate records of each learner’s performance and progress for each course for which they are responsible.

3.4: Schools shall analyze results of internal and external data (Provincial/District Assessment indicators), assess student needs and create an action plan (refer to School Development plan) in consultation with the Programs Division at the District Board Office.
3.5: Adaptations, accommodations and/or exemptions related to assessments administered by the Department of Education/Labrador School Board shall follow the end of level guidelines outlined in the appropriate Exemption/Accommodation Policy from the Department of Education (http://www.ed.gov.nl.ca/)

- Primary/Elementary/Intermediate  
- High School  

**Generic Practices: Primary/Elementary; Intermediate/Senior High**

3.6: Test items shall be directly linked with curriculum based outcomes set by the Department of Education.

3.7: Records of student progress and achievement shall reflect the general evaluation plan identified in the course outline.

3.8: Students shall be given at least three (3) school days notice in advance of any unit or cumulative test.

   3.8.1: Classes will be given a minimum of five (5) school days to complete major projects.

   3.8.2: Unit or cumulative tests shall not be administered within five school days following December or Spring break.

3.9: Schools shall not administer summative assessments during provincial and/or district assessments.

3.10: Assignments, projects and unit tests shall be returned to students in a reasonable time frame.

   3.10.1: Results from assignments and projects, with descriptive feedback, shall be returned to students no later than three weeks from the date of their administration.

   3.10.2: Results for unit tests, with descriptive feedback, shall be returned to students no later than one week from date of their administration.

   3.10.3: Formal assessments, mid-year and finals exams, which are school-based, shall be returned to students upon request.

   3.10.4: In extenuating circumstances, extensions to time lines may be granted in consultation with the principal.
3.10.5: Student absenteeism will not delay feedback of a graded assessment. Teachers will not withhold results of a student because another student has yet to be evaluated. Absenteeism that can be determined as an avoidance of assessment is a serious issue and should be addressed through the normal disciplinary procedures of the school.

3.10.6: Student absenteeism will not exempt students from assessment. Arrangements will be made to complete the missed assessment or an alternate form of the original assessment without academic penalty in accordance with 5.6.1. In extreme circumstances, exemptions may be granted in consultation with parents/guardians, teachers, and administration.

3.11: Schools shall follow the In-School Examination Protocol outlined by the Department of Education. (See Appendix B)

3.12: A student who is prevented from writing a midterm (Senior High only) or final exam (Intermediate and Senior High) by illness or bereavement, duly authenticated in writing, shall be dealt with in the following manner:

- Public Examinations will be governed by the public exam regulations http://www.ed.gov.nl.ca/edu/k12/evaluation/exams.html
- School-Based Examinations: In consultation with the school’s administration, including Department Heads and teachers, and where deemed reasonable, an exam will be written; where not practical, additional value will be placed on the Final Examination.

3.13: There shall be no exemptions for mid-year and final examinations because of marks accumulated.

3.14: At the intermediate level (7-9) and senior high level (Level I-Level IV), there shall be no final marks for courses in the range of 46%-49%.

3.15: Where there is more than one slot of a course, including French Immersion courses, there will be one common assessment/examination for that course.

3.15.1: Exams and Assessments will be constructed according to the Tables of Specifications provided by the Department of Education and/or the District.

3.15.2: Program Specialists will be available for consultation where necessary regarding test design, coverage of outcomes, or other issues.

3.15.3: The Principal and/or Department Head shall review copies of exams for each course and submit electronic copies of exams to the appropriate Program Specialist by the end of the exam schedule.
3.16: A student receiving a failing grade after passing the final exam, will receive a final grade of 50%.

Specific Practices: Intermediate Grades

3.17: Mid-year examinations shall not be administered at the Intermediate level.

3.18: For grade 7-9 students, cumulative assessments will coincide with each reporting date, with a final cumulative examination in June (see 3.19.2)

3.18.1: Cumulative assessments will be administered as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cumulative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>English and Math</td>
</tr>
<tr>
<td>8</td>
<td>English and Math</td>
</tr>
<tr>
<td>9</td>
<td>English, Math and Science</td>
</tr>
</tbody>
</table>

3.18.2: Cumulative assessments shall be completed during the regular class period. Regular instruction must occur leading up to, during, and after the administration of a cumulative assessment. There will be no shut down periods during this time.

3.19: At the Intermediate level, the formal examination period will occur at the end of the school year. The earliest that this examination period can begin is the Tuesday of the second last week of school.

3.19.1: For smaller schools, the start time might be Wednesday or Thursday of the second last week, depending on local circumstances. The details of such schedules will be established in consultation with the Assistant Director of Education – Programs or designate.

3.19.2: Final examinations will be cumulative in nature and will be administered as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Final Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Three: English, Mathematics, and Science</td>
</tr>
<tr>
<td>8</td>
<td>Four: English, Mathematics, Science, and Social Studies</td>
</tr>
<tr>
<td>9</td>
<td>Four: English, Mathematics, Science, and Social Studies</td>
</tr>
</tbody>
</table>

3.20: The value of summative evaluations will be distributed as follows:
### Grade Level

<table>
<thead>
<tr>
<th>Cumulative Assessments</th>
<th>Tests</th>
<th>Other Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate courses</strong></td>
<td>40% Cumulative Assessments: 20% Final Examination: 20%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Intermediate Courses</strong> with no cumulative assessments or final examinations.</td>
<td>50% Maximum</td>
<td>50% Minimum</td>
</tr>
</tbody>
</table>

*Given that the grade 7 report card is outcomes-based, teachers must be cognizant when reporting not to base individual assessments on percentages.

**Specific Practices: High School**

3.21: At the Senior High level, the formal mid-year examination period shall be limited to five consecutive days. All examinations will be administered in the same week.

3.21.1: Six days will be permitted only in larger schools where it is logistically difficult to schedule exams within a five day period. The details of such schedules will be established in consultation with the Assistant Director of Education – Programs, or designate.

3.22: There shall be a final examination period at the Senior High level. The earliest that school-based final examinations may begin is Monday of the second last week of school.

3.23: Mid-year and school based final examinations shall only be administered at the Senior High level in select courses as identified in **Appendix E**.

3.24: Courses requiring greater amounts of reading/writing should be scheduled at the beginning of the exam period where circumstances warrant.

3.25: Except in circumstances where students are attempting to finish previously assigned work that was not completed during the year, no unit tests or major projects shall be assigned during the week prior to, or during the week of the mid-year or final examination period.

3.26: Supplementary examinations (school-based) shall be provided in all courses having final examinations where the student meets the following criteria:
- a minimum mark of 35%

3.26.1: Supplementary examinations and answer keys shall be submitted by teachers prior to the end of the academic year. This can be in consultation with the appropriate program specialist.

3.26.2: A school’s policy on supplementary exams shall be communicated in a timely manner and contain information regarding:
minimum grade requirement of 35%
registration process
time and location of exam
- supplementary exams must be completed by the end of the first week of school.
supplementary exams shall be 100% value.

3.27: All Senior High courses are governed by the regulations contained in the *High School Certification Handbook*. This handbook can be found online at: [http://www.ed.gov.nl.ca/edu/k12/highschool/gradreq.html](http://www.ed.gov.nl.ca/edu/k12/highschool/gradreq.html)

3.28: The value of summative evaluations shall be distributed as follows:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Formal Examinations</th>
<th>Unit Tests</th>
<th>Other Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels 1-3 Academic (non-public) in which there is a mid-year and final examination</td>
<td>Mid-Year 15%</td>
<td>20% Maximum</td>
<td>40% Minimum</td>
</tr>
<tr>
<td></td>
<td>Final 25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levels 1-3 General courses in which there is a mid-year and final examination</td>
<td>Mid-Year 10%</td>
<td>30% Maximum</td>
<td>45% Minimum</td>
</tr>
<tr>
<td></td>
<td>Final 15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Levels I-3 courses in which there is no mid-year or final examination</em></td>
<td></td>
<td>40% Maximum</td>
<td>60% Minimum</td>
</tr>
<tr>
<td>Level 3 Public Examination Courses</td>
<td>Mid-Year 15%</td>
<td>25% Maximum</td>
<td>10% Minimum</td>
</tr>
<tr>
<td></td>
<td>Public 50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplementary Examinations</td>
<td>Supplementary Exam 100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*There are courses which are not intended to be evaluated through tests (e.g. Writing 2203, World Literature 3207, Entrepreneurship 3209, Newfoundland Studies 2205, and English 1200). Teachers are required to consult the *Curriculum Guide* for the course and if necessary, with the appropriate Program Specialist when determining an evaluation scheme.

4. The primary role of teachers is to teach responsively to student needs in the context of provincially prescribed outcomes. (See *Appendix C*)

**RATIONALE**
Responsive teaching recognizes the belief that all students learn best through a variety of instructional strategies at appropriate age/grade/cognitive level. Within a classroom this is achieved through a differentiated instructional approach.

The purpose of this approach is to equip the 21st century learner with the knowledge and skills necessary to successfully participate and function in an ever-changing world.

**Practices:**

4.1: Evaluation practices shall be broad in scope and must reflect the holistic development of students.

4.2: Assessment and evaluation practices must provide students with multiple opportunities to demonstrate their learning in a variety of ways and contexts.

4.3: Both the processes and products of learning shall be evaluated and must be recorded regularly throughout each term.

   Formative assessment is **process driven** and encompasses practice work, work in progress, do-overs, etc., which are part of the initial teaching and learning process.

   Summative assessment is **product driven**. It is results based, end of course, and final grade, which is the student’s record of achievement.

4.4: Because formative assessment is part of the instructional process, it provides teachers and students the information needed to adjust teaching and learning as it is happening. Interventions must occur to ensure students move toward achieving targeted outcomes.

4.5: Teachers shall differentiate instruction and assessment to support student learning. (See **Appendix D**)

5. **Results on both individual assessments and report cards shall reflect student achievement of performance standards as determined by the intended learning outcomes.**
RATIONALE
The results of the assessment provide information about how the student achieves learning outcomes based on provincial standards. Results must present students, parents, teachers, and stakeholders with accurate, clear, concise, and current information about achievement. To meet these criteria, results are based only on the performance and achievement of learning outcomes.

Practices:

5.1: Reports card are based on proficiency standards.

5.2: Grading and reporting practices must be carried out according to district policies.

5.3: Students must be assessed at grade level/course standards, unless students have a documented exceptionality.

5.3.1: Teachers shall ensure that when student achievement is reported it reflects the current level of understanding.

5.4: Assessment for students with exceptionalities shall be based upon learning outcomes as outlined in their Individual Educational Plan (IEP).

5.4.1: Schools shall follow the Department of Education coding for report cards for students with exceptionalities. (See Appendix F)

5.5: In cases where there are concerns about the student’s ability to achieve course/grade outcomes, the student, parent and, if necessary, the district shall be involved in the decision and provided the opportunity to discuss programming options.

5.6: It is expected that students shall complete all assigned work. Schools shall develop procedures to ensure that assessment deadlines are met by students.

5.6.1: Assignments that have not been submitted by the due date should be recorded as Not Submitted and not recorded as zeros.

5.6.2: For all reporting periods other than the final report, where there is a lack of significant assessment data, a student’s achievement shall be noted on the report card as being Incomplete. The school administration shall be informed.

5.6.3: Once the missing assessment pieces are received, appropriate results shall be made available.
5.7: When students fail to comply with expectations, ongoing intervention will be required *(See Appendix G).* To simply give zero (0) percent or to decrease the value of the assessment is not acceptable.

5.7.1: Schools (administrative and teaching staff) are responsible for developing guidelines for appropriate interventions.

5.8: A student’s final grade in a course will be determined by whether or not the student has achieved the learning outcomes set out in the provincial curricula.
6. Communication to students and parents/guardians about learning must be purposeful, accurate, transparent, timely and accessible.

RATIONALE

Communication about student learning involves more than grades. Effective communication with students and their parents/guardians involves both formal elements (report cards and parent-teacher interviews) and informal elements (telephone, email, face-to-face conversations, anecdotal notes, etc.)

All of these communications must be timely and transparent to fully inform parents/guardians of all aspects of their children’s learning. When parents/guardians are kept informed, they are better able to positively influence student achievement.

Practices:

6.1: Formal Reporting Periods shall be conducted four times per year in November, February, April, and June.

6.2: There will be two formalized parent-teacher interviews in November and February.

6.3: Beyond the regular reporting schedule, teachers shall communicate to parents any significant change in student academic performance and/or social behaviours.

6.4: Student achievement communicated during each reporting period shall be cumulative to that point in the school’s year.

6.5: All provincial assessment indicators completed by the school shall be reported to students, parents and the school council in a timely manner.
Glossary

Assessment is the systematic process of gathering information on student progress and achievement. This is a non-judgmental collection of observable data related to the abilities, needs, interests, learning styles and achievements of individual students.

Cumulative assessment would include outcomes covered up to the time of an assessment.

Descriptive feedback provides clear direction for student learning targets and standards of quality.

Diagnostic assessment occurs at the beginning of the teaching/learning cycle. This type of assessment will provide the teacher with an understanding of the prior knowledge and skills a student brings to a unit, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations that will be taught.

Evaluation is the process of analyzing, reflecting upon and summarizing the data collected during assessment. This data is used to make judgments about students’ achievement and needs and the instructional program’s effectiveness.

Formative assessments take place during a learning activity to provide the teacher and student with information regarding how well the learning objectives of a given learning activity are being met. It provides the information needed to adjust teaching and learning while they are happening so timely adjustments can be made to help ensure students achieve essential outcomes within a set time frame.

Interventions refer to additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the prescribed curriculum outcomes.

Reading records are a record of a student’s reading behaviours and indicates what strategies they are using to decode and understand text. They are often referred to as running records.

Summative assessments are given periodically to determine at a particular point in time what students know and do not know. A judgment is made about students with regard to what learning has taken place over the entire course or some substantial part of it.
APPENDIX A
Annual Curriculum Plan
(Course Outline/Parent Information Letter)

Purpose:

- To communicate the outcomes to be covered and the manner in which they are to be assessed to the parents.
- To communicate the assessments that are to be utilized in assessing student achievement of these outcomes.
- To explain how the outcomes will be met in a multi class situation, the outcomes will be met and assessed.

Structure:

- The depth of objectives covered and the type of assessment will change with the grade level.
- Plans can be formulated for half or full year.
- Plans will vary in depth and width of coverage, depending upon the grade level.
- Plans must contain:
  - Topic, units, chapters to be covered.
  - Strands or objectives
  - Types and weighting of assessment
  - General time line
  - Major projects
- Grades K-6: Plans shall contain all subjects with major focus on core.
- Grades 7-12: by course as a one pager with units covered, time lines and assessment types, major projects, and weighting.

Given that schools and teachers will do things in a manner that best suits their circumstances, this guide is of a general nature.

Annual Plans are not a matter of copying outcomes from the curriculum guide and should be no more than five pages in length.

Implementation:

- To be developed and submitted to Principal one week prior to the Annual Curriculum Orientation Session (Parent/Teacher Meet and Greet) in September.
- To be distributed at or prior to the Annual Curriculum Orientation Session.

Examples of what Curriculum Plans may look like are posted in First Class. Examples have been provided for:

- Kindergarten
- Français 2e année
- Science Grade 4
- English Language Arts 8
- Math 1201
- World Geography 3202
APPENDIX B
In-School Examination Protocol
Department of Education
May 2005

• At the Primary & Elementary levels, there will be no formal examination period (i.e., “shutdown days”) when regular classes are not in session.

• At the Intermediate level, the only formal examination period which may occur will be at the end of the school year. If school boards choose to allow schools to proceed with a year-end formal examination period, the earliest it may begin is the Tuesday of the second last week of school. (Note: For smaller schools, the start time might be Wednesday or Thursday depending on local circumstances. The details of such schedules will be established by the school administration in consultation with the Assistant Director of Education - Programs, or designate.)

• At the Senior High level, if school boards choose to allow schools to have a formal mid-term examination period, this period will be limited to a maximum of six (6) consecutive school days. If all six days are used, the examination period must begin on Friday. If fewer than six days are used, all examinations will be administered in the same week. (Note: Most schools will be able to accommodate their exams within 5 days. For those requiring 6 days, discussions need to first occur with the Assistant Director of Education - Programs, or Designate).

The earliest schools may begin school-based final examinations for senior high school students is Monday of the second last week of school. (Note: For smaller schools, the start time might be Wednesday or Thursday depending on local circumstances. The details of such schedules will be established by the school administration in consultation with the Assistant Director of Education - Programs, or designate.)

• **Public examinations** will start on Tuesday of the second last week of school.
APPENDIX C

Differentiated Instruction Continuum

Use this self-identification tool to determine your level of readiness with respect to the classroom application of differentiated instruction.

<table>
<thead>
<tr>
<th>PREIMPLEMENTATION</th>
<th>IMPLEMENTATION</th>
<th>BUILDING CAPACITY</th>
<th>SUSTAINING CAPACITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Instructional Routines and Skills</td>
<td>Expanding Instructional Routines and Skills</td>
<td>Developing the Routines, Habits and Skills for Differentiated Instruction</td>
<td>Sustaining a Differentiation Instruction Culture in the Classroom</td>
</tr>
<tr>
<td>Modeling to Learners</td>
<td>Shared Practice With Learners</td>
<td>Guided Practice With Learners</td>
<td>Independent Practice by Learners</td>
</tr>
</tbody>
</table>

| I design instruction, assessment, evaluation, and the learning environment for the class as a whole based on curriculum expectations and my own strengths and preferences. | I design instruction, assessment, evaluation, and the learning environment based on curriculum expectations and a general sense of the learning needs of the class. | I design instruction, assessment, evaluation and the learning environment based on the curriculum expectations and a general sense of the learning needs of the class. I try to design a variety of options for my students. | I design instruction, assessment, evaluation, and the learning environment based on curriculum expectations and on the specific learning needs of the students in the class. I try to ensure that the learning experiences I provide are a “good fit” for each of my students. |
| I model while students observe and try to understand. | I work together with students. I model and help students complete the activities. | Students complete the activities while I help them. | Students work independently by adopting my model while I observe. |
| All students learn and demonstrate their learning in the same way all or most of the time. | Students experience, over time, a variety of ways to learn and/or ways to demonstrate their learning. | Students have a choice of ways to learn and/or ways to demonstrate their learning on an ongoing basis. | Students are routinely provided with or choose when appropriate, ways to learn and/or ways to demonstrate their learning that are designed for their particular learning needs. |

**Examples:**
- Anticipation guide, exit card, graphic organizers, supplementary material
- Activities for all that address different learning styles or intelligences on different days, multiple entry points for all.
- Over time, varied supplementary materials.
- Differentiation structure that offer choice: centers, Choice Boards, RAFT* assignments.
- Choice of supplementary materials.
- Differentiation structures such as RAFT* and tiered assignments.
- Provision of, or as appropriate, student choice of supplementary materials based on their needs.

**Same for all students**

**Little Differentiation**

**Much Differentiation**

<table>
<thead>
<tr>
<th><strong>Same for all students</strong></th>
<th><strong>Different options for different students</strong></th>
</tr>
</thead>
</table>

* RAFT = role, audience, format, topic
APPENDIX D

Differentiated Instruction Model

Source: Carol Tomlinson and The Institutes on Academic Diversity (owner and manager of www.diffcentral.com) and www.differentiationcentral.com. Reprinted with permission.
**APPENDIX E**

Senior High courses with Mid-Year and Final Exams

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Math 1201</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math 1202</td>
</tr>
<tr>
<td></td>
<td>Math 2200</td>
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<td>Math 2201</td>
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<td>Math 2202</td>
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<td>Math 3200 (Public)</td>
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<td>English</td>
<td>English 1201</td>
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<td>English 1202</td>
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<td>English 2201</td>
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<td>English 2202</td>
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<tr>
<td></td>
<td>English 3201 (Public)</td>
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<tr>
<td></td>
<td>English 3202</td>
</tr>
<tr>
<td>Science</td>
<td>Science 1206</td>
</tr>
<tr>
<td></td>
<td>Biology 2201</td>
</tr>
<tr>
<td></td>
<td>Chemistry 2202</td>
</tr>
<tr>
<td></td>
<td>Physics 2204</td>
</tr>
<tr>
<td></td>
<td>Biology 3201 (Public)</td>
</tr>
<tr>
<td></td>
<td>Chemistry 3202 (Public)</td>
</tr>
<tr>
<td></td>
<td>Earth Systems 3209 (Public)</td>
</tr>
<tr>
<td></td>
<td>Physics 3204 (Public)</td>
</tr>
<tr>
<td></td>
<td>Science 3200</td>
</tr>
<tr>
<td></td>
<td>Environmental Science 3205</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Canadian Geography 1202</td>
</tr>
<tr>
<td></td>
<td>Geographie du Canada 1232</td>
</tr>
<tr>
<td></td>
<td>Canadian History 1201</td>
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<td></td>
<td>Histoire du Canada 1231</td>
</tr>
<tr>
<td></td>
<td>Histoire Mondiale 2236</td>
</tr>
<tr>
<td></td>
<td>World Geography 3202 (Public)</td>
</tr>
<tr>
<td></td>
<td>World Geography 3200</td>
</tr>
<tr>
<td></td>
<td>World History 3201 (Public)</td>
</tr>
<tr>
<td></td>
<td>Histoire Mondiale 3231 (Public)</td>
</tr>
<tr>
<td>French</td>
<td>Francais 1202</td>
</tr>
<tr>
<td></td>
<td>Francais 2202</td>
</tr>
<tr>
<td></td>
<td>Francais 3202 (Public)</td>
</tr>
<tr>
<td></td>
<td>French 3200**</td>
</tr>
</tbody>
</table>

Please Note: With the exception of public exams, school-based supplementary exams shall be available for all courses listed above.

*Exams for General or Applied courses should not exceed two hours.

**French 3200 will have an oral interview in June that will be recorded and sent to the Department for grading.
APPENDIX F

Information Note

Student Support Services Division, Department of Education

Regarding: Service Delivery Coding
Date: Updated March 12, 2012
Developed by: Sharon Whalen, Jackie Fewer-Bennett, Carolyn Wheeler-Scott, Bernie Ottenheimer, and Anna Powell

Background:
The recommendations contained in this information note bring report card coding in line with the language used in the Service Delivery Model for Students with Exceptionalities. The codes are abbreviations for various programming options accessed by students.

Report Card Coding:

With respect to K-9 report cards, the following coding related to the prescribed curriculum is recommended:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Prescribed A student follows the provincial requirement for a subject/course.</td>
</tr>
<tr>
<td>A</td>
<td>Accommodations A student requires adaptations to the learning environment which address particular student needs. These may include physical arrangements, assistive technology, particular instructional strategies and others.</td>
</tr>
<tr>
<td>M</td>
<td>Modified Prescribed A student needs changes (modifications) to provincial requirements for a subject/course, as outlined in an Individual Education Plan (IEP). Some outcomes may be deleted so that a student is not expected to do as much; others may be changed or new outcomes may be added. A modified program is not equal in content to a prescribed program.</td>
</tr>
<tr>
<td>MG</td>
<td>Modified Prescribed - Gifted A student needs changes to provincial requirements. Grade/Multi-Age program outcomes have been extended or added as outlined in an Individual Education Plan (IEP) to provide a more challenging program for gifted and talented students.</td>
</tr>
<tr>
<td>I</td>
<td>Insert The student is not taking the prescribed or modified prescribed course. Please see attached insert.</td>
</tr>
</tbody>
</table>
The codes can be used to create the following combinations to describe service delivery for the prescribed:

- P  Prescribed
- PA  Prescribed with Accommodations
- M  Modified Prescribed
- MA  Modified Prescribed with Accommodations
- MG  Modified Prescribed - Gifted
- MGA  Modified Prescribed – Gifted with Accommodations
- I  Insert

Alternate programs, courses, and curriculum are not the prescribed, and are reported via report card insert. If accommodations are required with an alternate, then that should be noted on the insert. Some districts have chosen to list the titles of alternate programs, courses, and curriculum on the report cards. If districts require codes to go along with the list of alternates, then the Department recommends the codes already provided in the IEP.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP</td>
<td>Prerequisite Program</td>
</tr>
<tr>
<td>NCP</td>
<td>Non-curricular Program</td>
</tr>
<tr>
<td>CAC</td>
<td>Curricular Alternate Course</td>
</tr>
<tr>
<td>CACG</td>
<td>Curricular Alternate Course – Gifted</td>
</tr>
<tr>
<td>NCC</td>
<td>Non-curricular Course</td>
</tr>
<tr>
<td>AC</td>
<td>Alternate Curriculum</td>
</tr>
</tbody>
</table>

High school certification has established its own coding for grades 10 through 12.
APPENDIX G

Suggested Immediate Interventions

- Develop school routines and expectations
- Post assignments on teacher web pages or other web-based sites
- Alternate form of assessment, i.e. (technology, project, smart response)
- Opportunities for alternative evaluation and retest where appropriate
- The use of alternate projects to meet student learning styles
- Schedule intervention classes to target specific curriculum needs
- Utilize IRT staff
- Peer Tutoring
- Mentoring Program
- Guided study hall
- Paired or small group work settings
- Develop Homework Havens
- After school/lunch assistance
- Teach strategies to support and enhance student learning
- Etc.

Note: Interventions could be brief and not necessarily a full class or more. Interventions do not have to test total quiz when retesting.
**Suggested Teacher/Administrator Interventions**

- Student conference
- Coordinate meetings with other teachers
- Letter to parent
- Parent contact
- Scheduled meeting with guidance counselor/administration
- Set up student contract for receiving late and missed assignments.
- Etc.