



Interpretation Questions Instructional

1. Are all the expectations taught in Reading, Writing and Mathematics?
2. Are all strands addressed in a balanced way?
3. Are the expectations taught using a variety of instructional methods?
4. Are students given a variety of ways in which to demonstrate their learning?
5. Are the provincial exemplars used to clarify what performance looks like at each level and applied in the daily grading?
6. Do the teachers have similar expectations about what performance in Reading, Writing and Mathematics looks like at each of the levels?
7. Is feedback being given routinely to all students about their demonstrated learning? Is the feedback clear, specific, detailed and timely? Are reteaching and relearning opportunities provided for students who are having difficulty with one or more key expectations?
8. Do the students routinely exhibit behaviours and attitudes that show they are interested in learning and that they understand what they are learning? If not, what changes need to occur?
9. Are teachers modelling and remodelling a text form in writing (e.g., personal narrative) until 80-90% of the students achieve at levels 3 and 4?
10. Are one or two small groups being instructed through a guided reading lesson each day?
11. Are children being given opportunities for independent reading each day? Do teachers read aloud to students each day?

Program Planning

1. To what extent was the school prepared for these results, given what was known about these students in their previous grades?
2. If this school knew of these areas of concern before, what was done to address the issues before the assessment?
3. If the school was not aware, why not? How can the school address this problem so that there are no surprises the next time?
4. Has the school identified areas of concern from previous assessment results and classroom assessments and developed and used strategies to address them?
5. Is there improvement in that area(s)? If so, then the school can move on to another area of concern. If the strategies for improvement did not have an impact, then why not? What can be done differently for the next group of students so they will be more successful?
6. Is cross curricular planning taking place in grade teams?
7. How and where are the essential expectations being emphasized in everyday teaching?
8. How are classroom teachers working with Special Education teachers and educational assistants to ensure better learning for students with special needs?
9. In what ways are the teacher divisional planning meetings identifying special areas of focus for particular students and identifying any vertical program gaps?
10. Are targets being set? Is there teacher accountability for what is being taught?



Interpretation Questions

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Resources

1. Are varied resources, both in print and in electronic versions, widely available for students?
2. How well do these resources match with *The Ontario Curriculum*?
3. In what ways are older students working with younger students as reading or writing buddies? Tutors?
4. How might the school involve additional parents and members of the community in further supporting classroom learning (e.g., as reading buddies, speakers, mentors, participants in literacy and/or numeracy programs)?

Related Issues

1. Does the school have a high ESL population? Are there improvements that can be made in their programming?
2. How have the students with special needs performed? How might the school use these results to focus on their individual improvement?
3. Where there are clear gender discrepancies. What can be done differently to close the gender gaps? Where do these gaps begin in the school? How can they be addressed early, not after they are discovered?
4. How transient is the population that was assessed?
5. Is attendance regular? If not, why not? How might the parents/guardians be involved in helping to get these children to school and on time?