

Earl Beatty Parent Council Meeting: October 2014

“Feedback that feeds forward”

Brookhart/Moss

September Review

- Relationships
- Supervision schedule (changed and changed again...)
- Curriculum Night
- The Keeping Quilt-shared story
- Caring, Safe and Healthy School Committee
- IST/SST
- IEPs
- Terry Fox
- Extra-curricular sport events
- Staggered lunch

What's Our School Story?

- [Earl Beatty Story](#)
- Focus on Creating a Community and Maintaining a Positive School Climate
 - Supervision
 - Relationships
 - Character education
 - Physical fitness

SIPSA



Document

Literacy Goals: *Reading Engagement, Strategies*

- learning goals, success criteria, descriptive feedback
- classroom reading library for independent reading
- guided reading

Math Goals: competence and skill

- learning goals, success criteria, descriptive feedback
- math processes
- 3 part lessons
- differentiation of lessons and assessments

Pathways: absenteeism decrease in junior/intermediate grades, identify strenghts

- common expectations in teachers
- more opportunities to learn together and share celebrations
- teachers plan and share ideas
- growth mindset

SIPSA continued

- Community, Culture and Caring Goals: increase in school pride, Caring Safe and Healthy School Committee developed, increase student safety in school year, decrease in feelings of sadness and loneliness in students
- -supervision with caring adult during transitions
- -environmental stewardship
- -outdoor learning and butterfly garden
- -increased mental health integration
- -increase in physical activity opportunities
- -increase in partnerships with community agencies

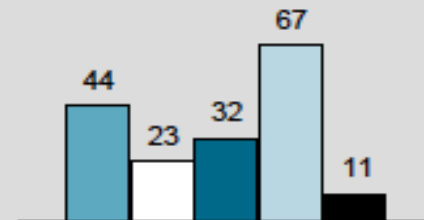
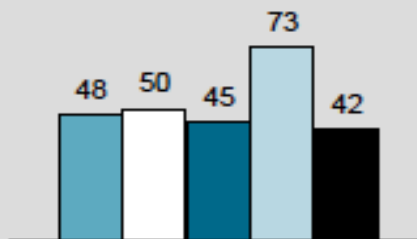
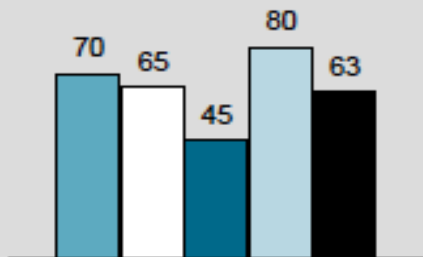
Percentage of Students: Grade 6

Reading

Writing

Mathematics

SCHOOL



RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

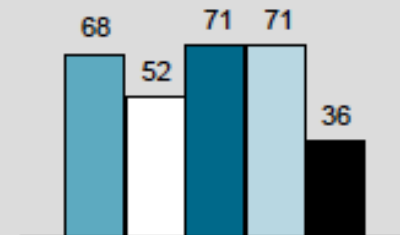
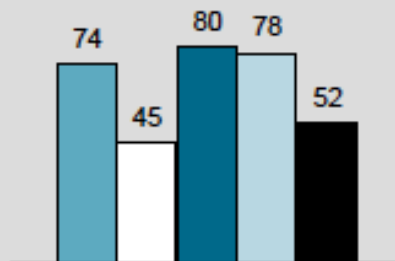
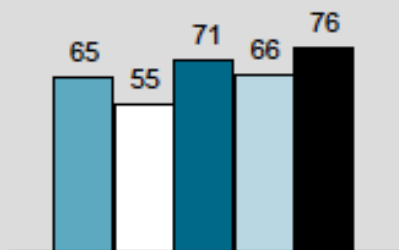
Percentage of Students: Grade 3

Reading

Writing

Mathematics

SCHOOL



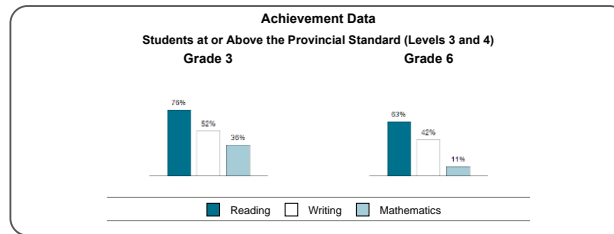
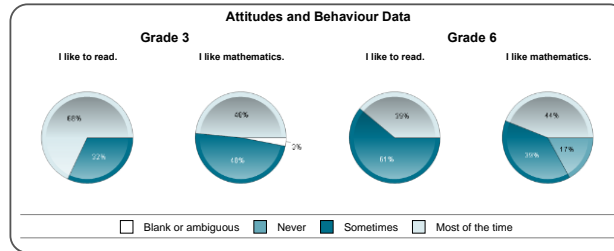
Highlights



School Highlights: EQAO Results 2013-2014

Earl Beatty Jr. & Sr PS
(157635)

Contextual Data		
	Grade 3	Grade 6
Number of students	33	19
English language learners	0%	0%
Students with special education needs (excluding gifted)	12%	37%
First language learned at home was other than English	12%	16%
Students' Time in Canada		
Born in Canada	91%	79%
In Canada less than one year	0%	0%
In Canada one year or more but less than three years	3%	0%
In Canada three years or more	3%	16%

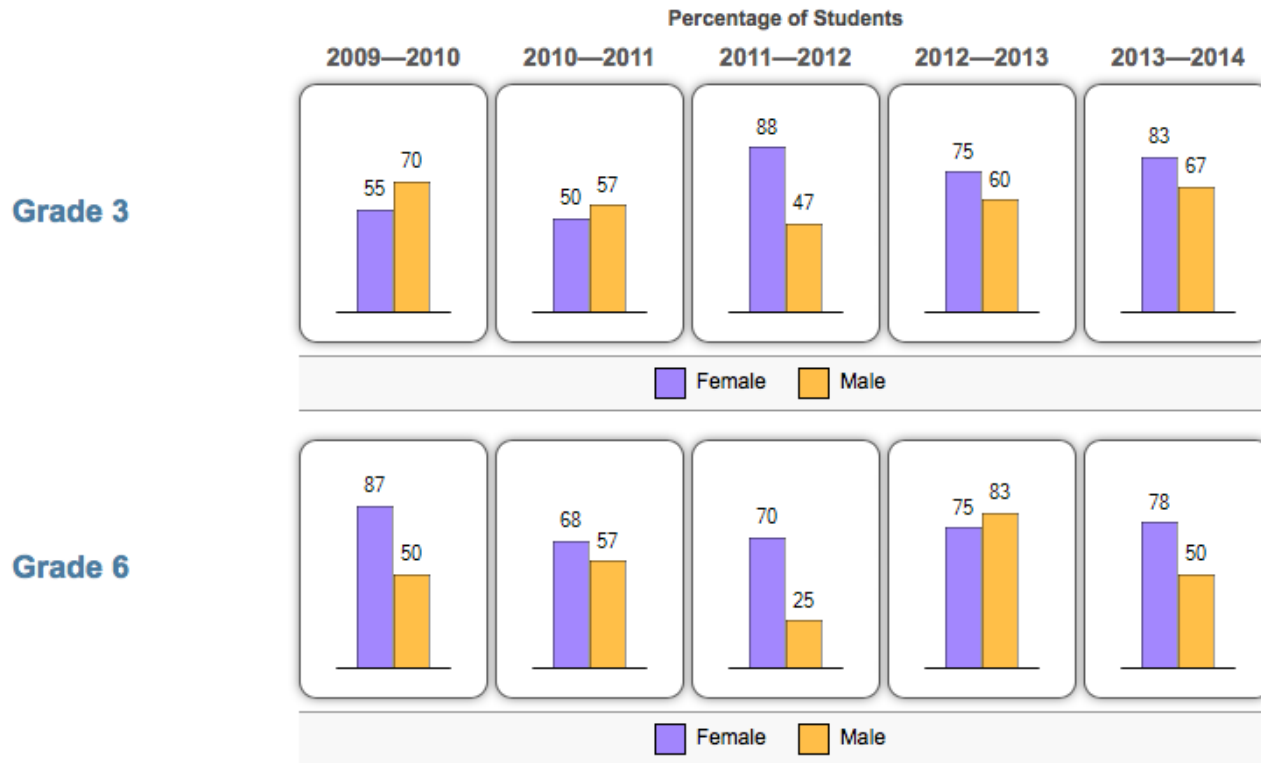


Gender Over Time

Achievement Results, At or Above Provincial Standard by Gender



[← Previous view](#)



Cohort Over Time



Education Quality and Accountability Office
Tracking a Cohort in the School, Intersection by Level: In Same School for Grade 3 (2010–2011) and Grade 6 (2013–2014)
 2013–2014

Earl Beatty Jr. & Sr PS
 (157635)

Reading		Grade 6 in 2013–2014							
Number of Students in the Cohort = 16		Level 4	Level 3	Level 2	Level 1	NE1	No Data	Exempt	
Grade 3 in 2010–2011	Level 4	0	0%	0%	0%	0%	0%	0%	
	Level 3	7	0%	100%	0%	0%	0%	0%	
	Level 2	5	0%	60%	20%	0%	0%	20%	
	Level 1	1	0%	0%	100%	0%	0%	0%	
	NE1	1	0%	100%	0%	0%	0%	0%	
	No Data	0	0%	0%	0%	0%	0%	0%	
	Exempt	2	0%	0%	50%	50%	0%	0%	

Maintained Standard
 Rose to Standard
 Dropped From Standard
 Never Met Standard

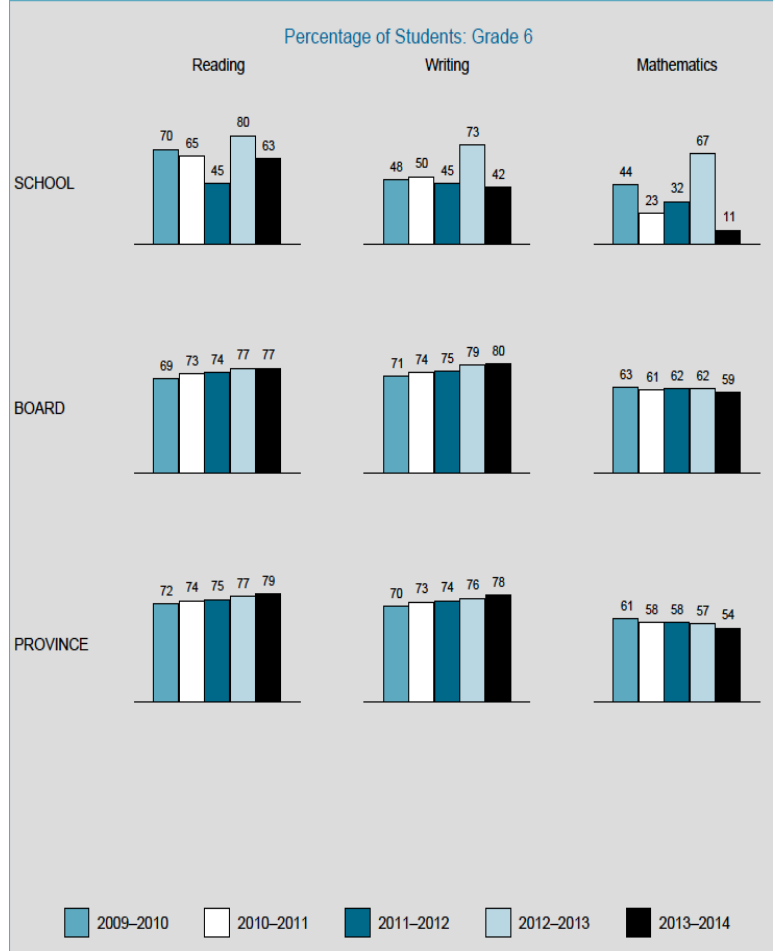
Writing		Grade 6 in 2013–2014							
Number of Students in the Cohort = 16		Level 4	Level 3	Level 2	Level 1	NE1	No Data	Exempt	
Grade 3 in 2010–2011	Level 4	0	0%	0%	0%	0%	0%	0%	
	Level 3	7	0%	71%	14%	0%	0%	14%	
	Level 2	5	0%	40%	60%	0%	0%	0%	
	Level 1	1	0%	100%	0%	0%	0%	0%	
	NE1	0	0%	0%	0%	0%	0%	0%	
	No Data	1	0%	0%	100%	0%	0%	0%	
	Exempt	2	0%	0%	100%	0%	0%	0%	

Maintained Standard
 Rose to Standard
 Dropped From Standard
 Never Met Standard

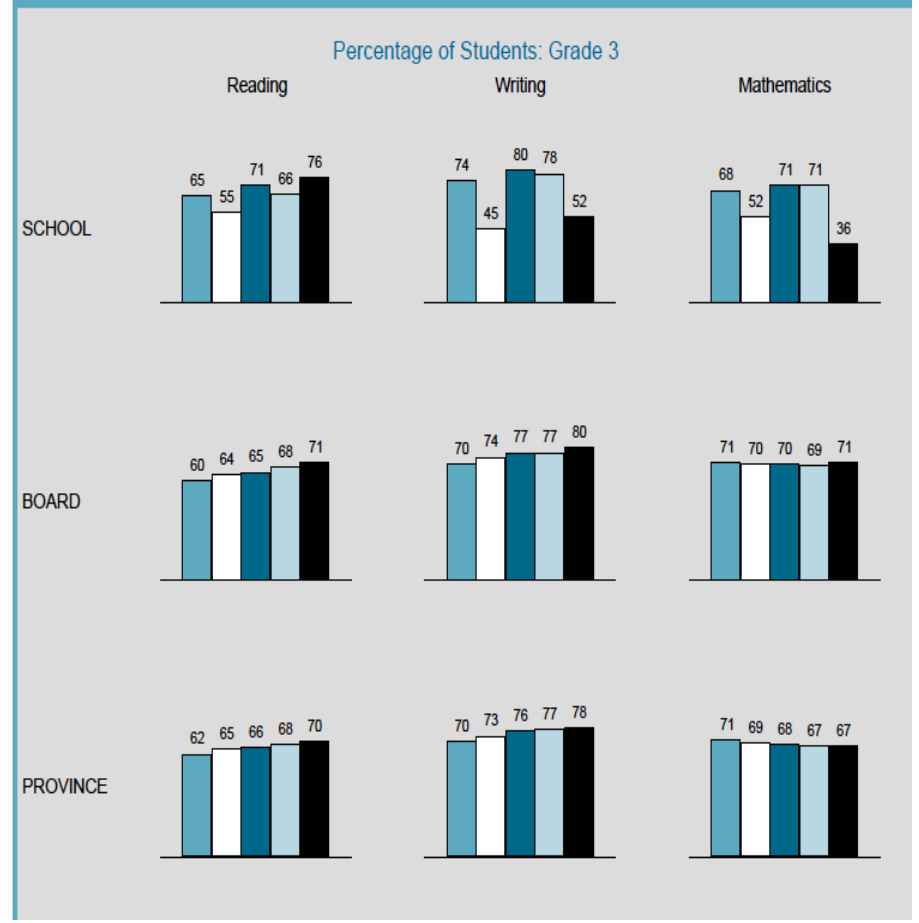
Mathematics		Grade 6 in 2013–2014							
Number of Students in the Cohort = 16		Level 4	Level 3	Level 2	Level 1	NE1	No Data	Exempt	
Grade 3 in 2010–2011	Level 4	0	0%	0%	0%	0%	0%	0%	
	Level 3	10	0%	20%	70%	0%	0%	10%	
	Level 2	4	0%	0%	50%	50%	0%	0%	
	Level 1	0	0%	0%	0%	0%	0%	0%	
	NE1	0	0%	0%	0%	0%	0%	0%	
	No Data	0	0%	0%	0%	0%	0%	0%	
	Exempt	2	0%	0%	50%	50%	0%	0%	

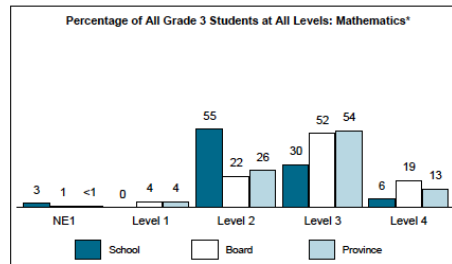
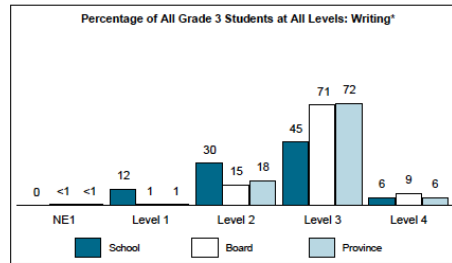
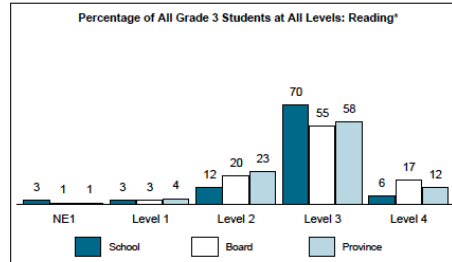
Maintained Standard
 Rose to Standard
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RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

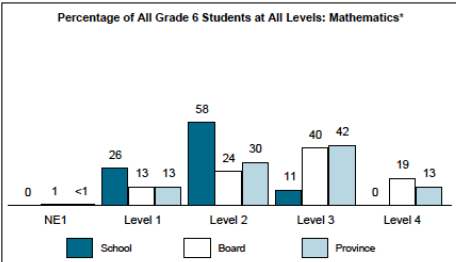
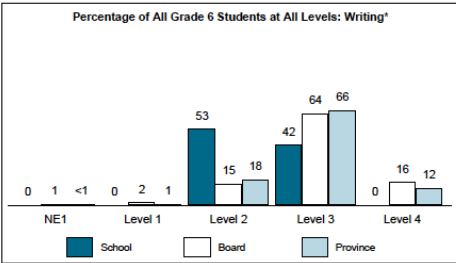
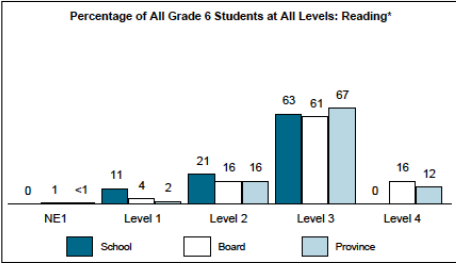


RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



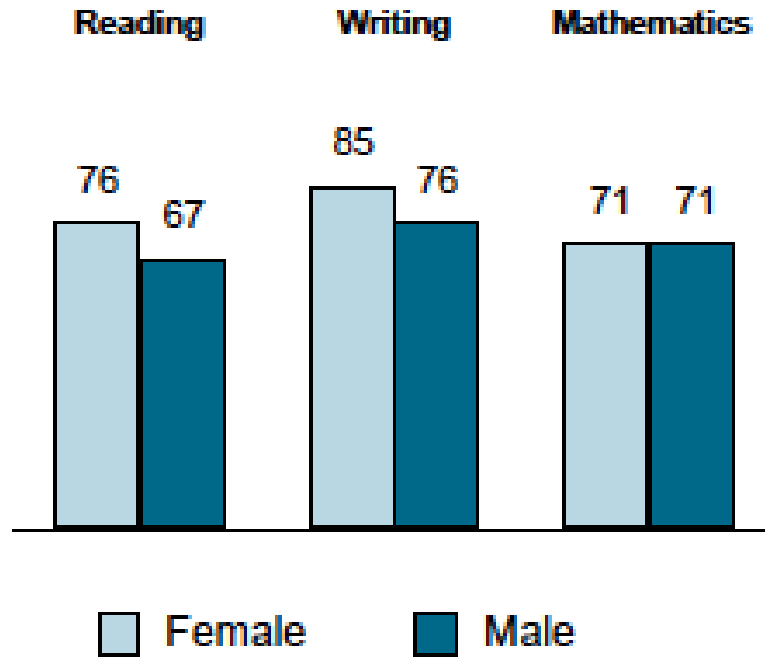


Grade 3 Students at All Levels: R, W, M

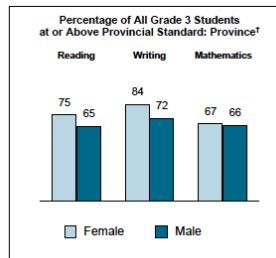
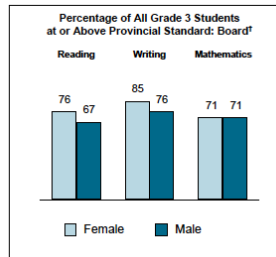
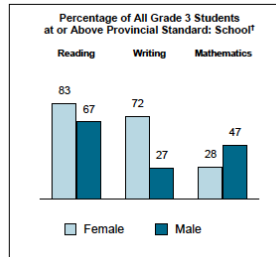


Grade 6 Students at All Levels: R, W, M

**Percentage of All Grade 3 Students
at or Above Provincial Standard: Board†**

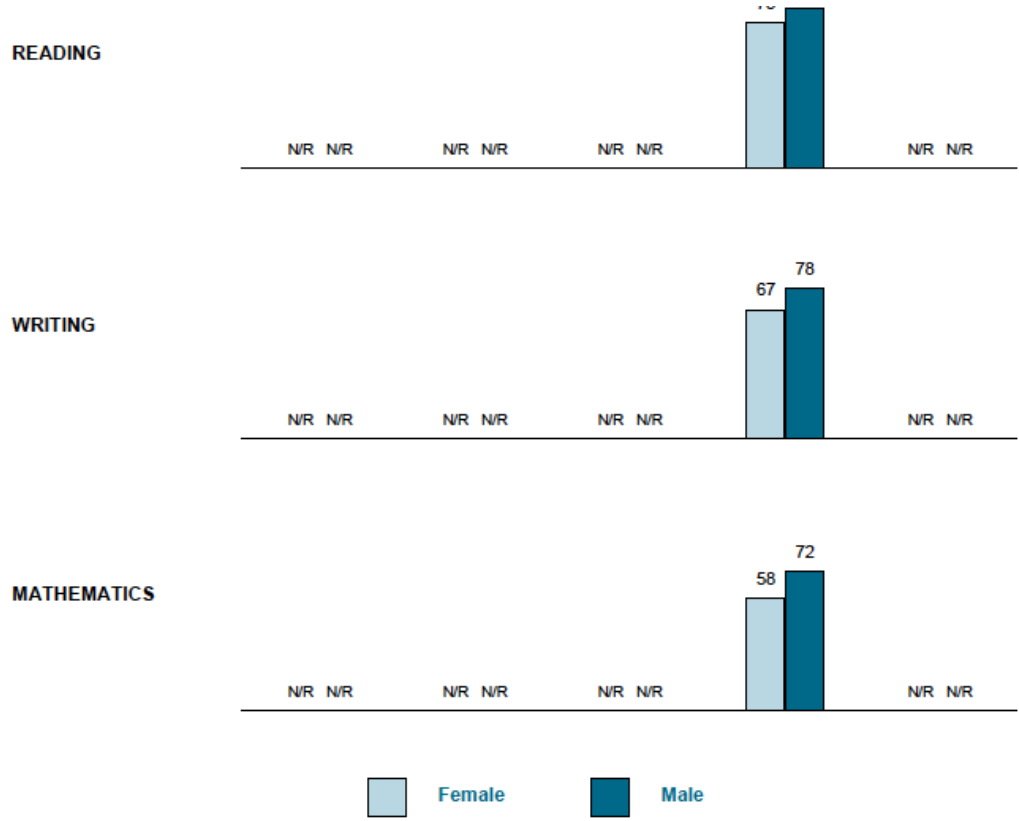


Gender



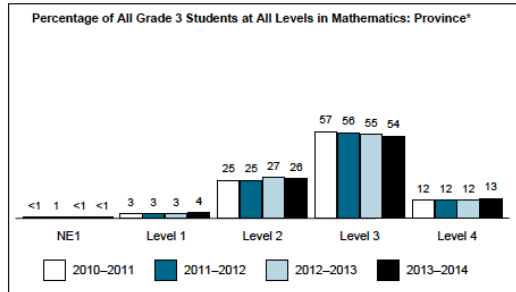
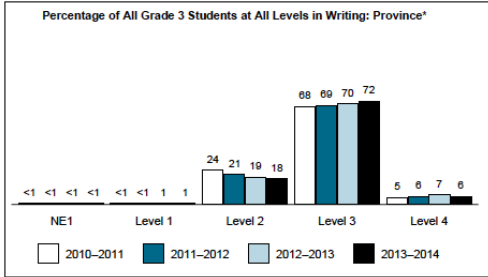
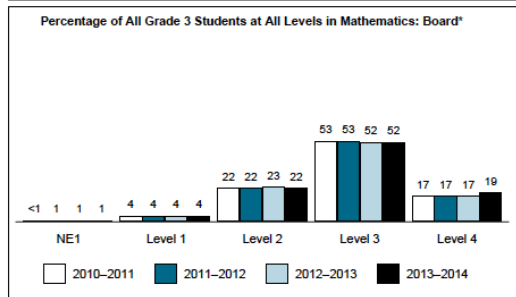
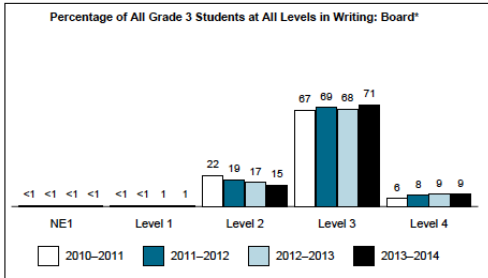
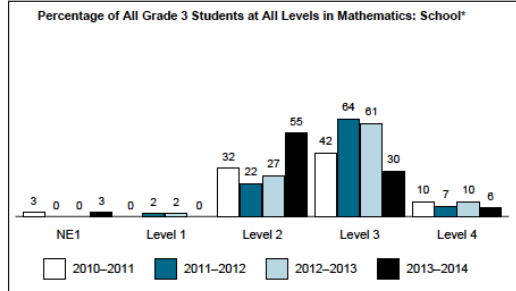
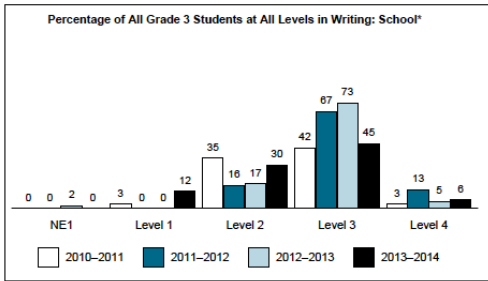
Grade 3: School, Board, Province

Same patterns except boys in writing and data in Math



Grade 6- not reported

Boys outperforming girls

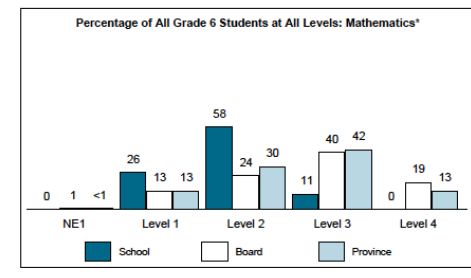
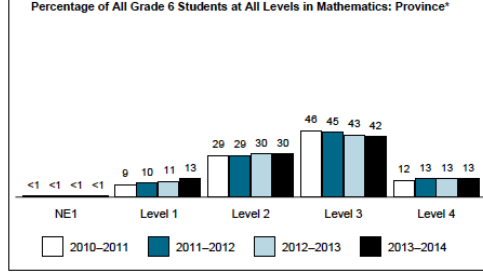
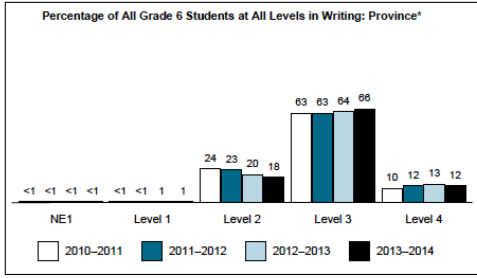
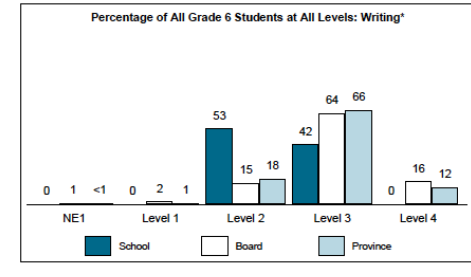
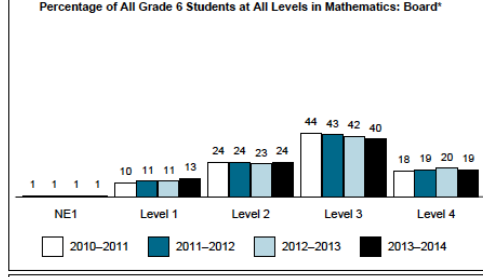
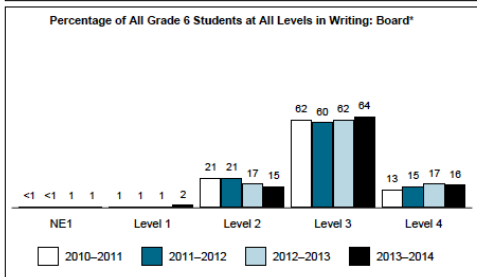
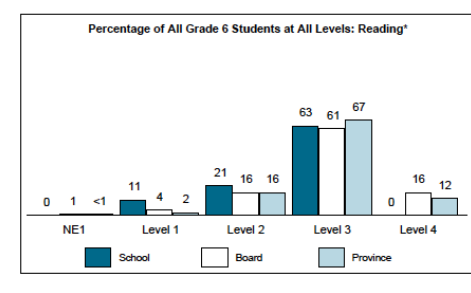
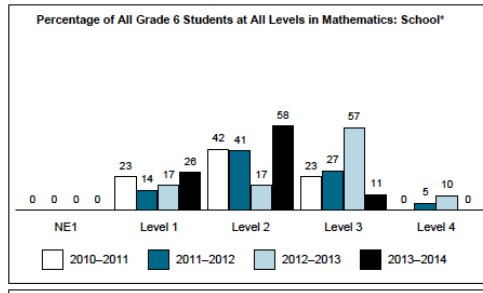
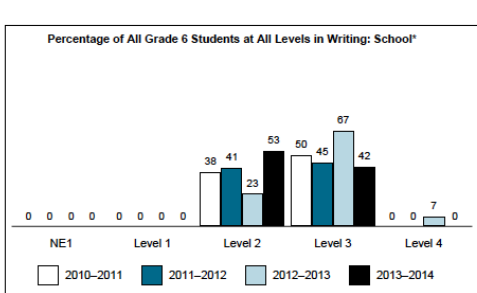


Grade 3 across the times

Increasing in level 2s, decreasing in level 3s in Writing

Increasing in level 2s, decreasing in level 3s in math

Increasing in level 1s, 2s, decreasing in level 3s and level 4s



vious years.

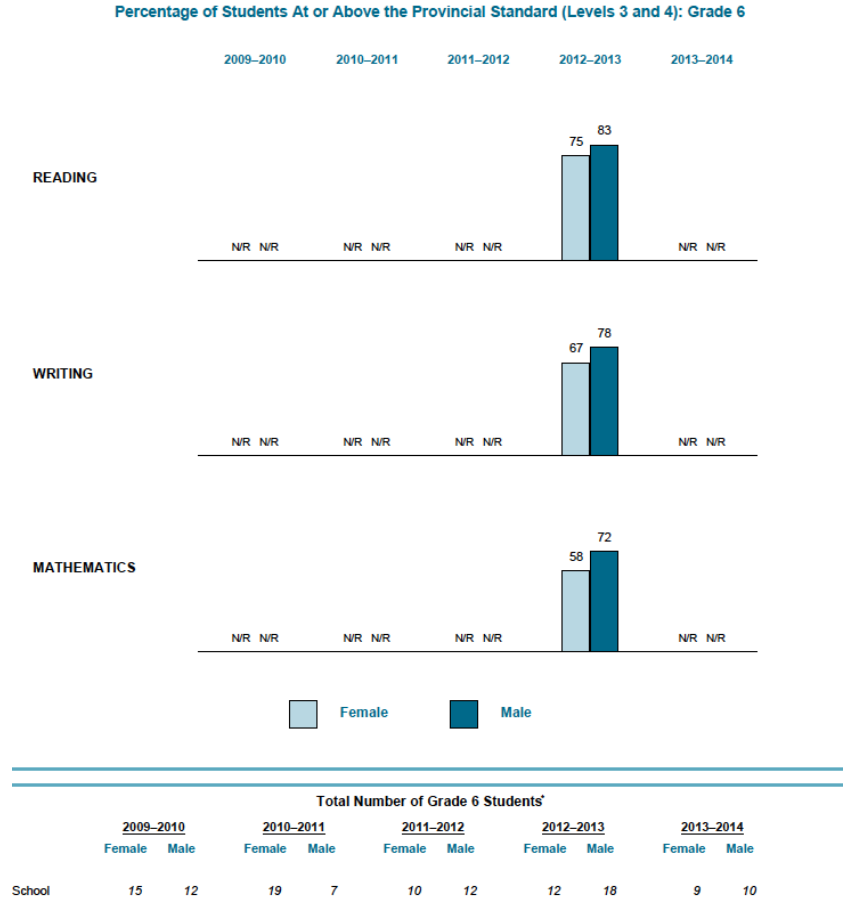
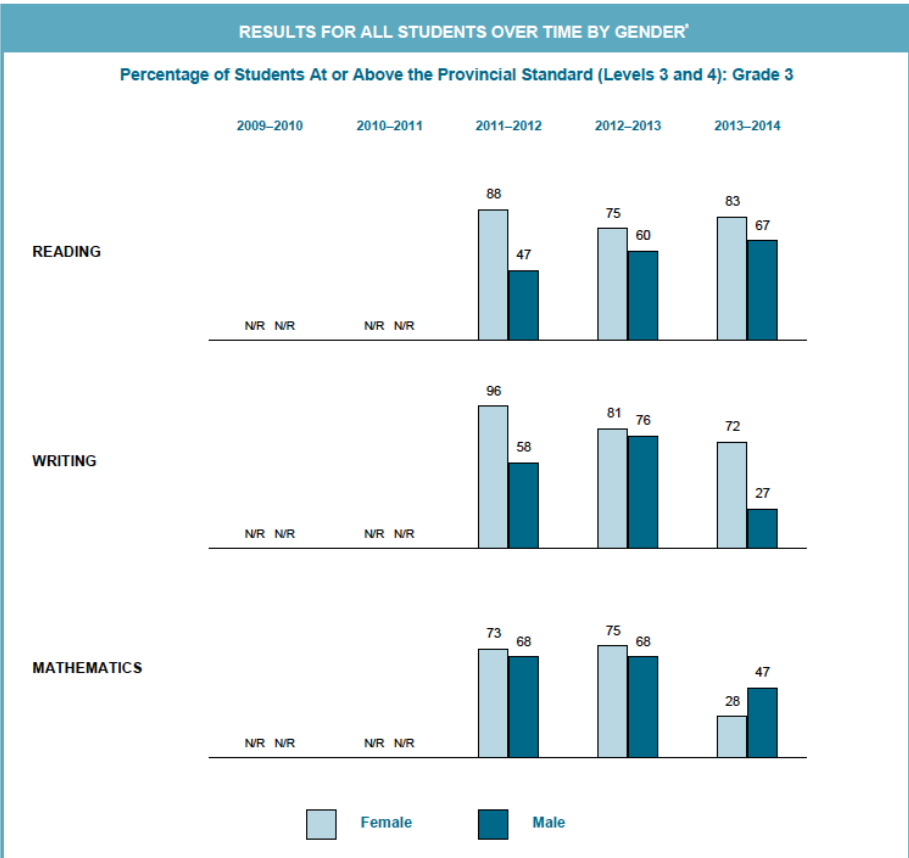
vious years.

Grade 6 across times

Increasing in L2, decrease in L3, decrease in L4 in Writing

Increasing in L1, 2, decrease in L3, decrease in L4 in Math

Decreasing in L1, 2, increase in L3, decrease in L4 in Reading



Gender

Grade 3: Similar pattern where girls are overperforming boys

Grade 6: inverse pattern where boys are overperforming girls

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 31)	Female* (# = 17)	Male* (# = 14)	All Students (# = 16 496)	Female* (# = 8 019)	Male* (# = 8 477)	All Students (# = 123 163)	Female* (# = 60 719)	Male* (# = 62 444)
STUDENT ENGAGEMENT									
about reading: Percentage of students who answered "most of the time"*									
I like to read.	68%	71%	64%	52%	58%	46%	47%	54%	41%
I am a good reader.	48%	53%	43%	63%	65%	61%	64%	66%	62%
I am able to understand difficult reading passages.	42%	35%	50%	30%	28%	31%	29%	27%	30%
I do my best when I do reading activities in class.	84%	76%	93%	71%	75%	67%	73%	77%	69%
STUDENT ENGAGEMENT									
about writing: Percentage of students who answered "most of the time"*									
I like to write.	52%	71%	29%	53%	60%	47%	51%	59%	43%
I am a good writer.	52%	65%	36%	47%	53%	41%	49%	56%	43%
I am able to communicate my ideas in writing.	45%	41%	50%	42%	44%	41%	42%	44%	41%
I do my best when I do writing activities in class.	74%	71%	79%	69%	74%	64%	71%	76%	66%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered "most of the time"*									
Before I start to read, I try to predict what the text will be about.	16%	18%	14%	22%	22%	21%	20%	20%	20%
I make sure I understand what I am reading.	77%	82%	71%	66%	69%	63%	65%	68%	62%
I slow down my reading if it is difficult.	58%	59%	57%	51%	55%	46%	51%	55%	47%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	45%	35%	57%	38%	41%	35%	36%	39%	33%
When I am finished reading, I think about what I have read.	39%	53%	21%	40%	42%	37%	38%	40%	36%
I organize my ideas before I start to write.	29%	35%	21%	43%	46%	40%	40%	43%	37%
I edit my writing to make it better.	52%	53%	50%	45%	50%	41%	44%	48%	40%
I check my writing for spelling and grammar.	39%	47%	29%	47%	51%	43%	45%	49%	41%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING									
Percentage of students who answered "most of the time"*									
A computer for reading activities	23%	18%	29%	14%	13%	16%	14%	13%	16%
A computer for writing activities	6%	6%	7%	19%	18%	20%	19%	18%	20%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	39%	35%	43%	39%	43%	35%	39%	44%	34%

Grade 3 Student Questionnaire

-engagement, cognitive strategies used in language; different in gender

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2013–2014

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 31)	Female* (# = 17)	Male* (# = 14)	All Students (# = 16 496)	Female* (# = 8 019)	Male* (# = 8 477)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)
STUDENT ENGAGEMENT									
About mathematics:	Percentage of students who answered "most of the time"†								
I like mathematics.	48%	41%	57%	62%	56%	67%	57%	53%	62%
I am good at mathematics.	48%	35%	64%	55%	48%	62%	55%	48%	61%
I am able to answer difficult mathematics questions.	35%	12%	64%	37%	30%	44%	37%	30%	44%
I do my best when I do mathematics activities in class.	87%	82%	93%	78%	79%	77%	78%	79%	77%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
When I am working on a mathematics problem,	Percentage of students who answered "most of the time"†								
I read over the mathematics problem first to make sure I know what I am supposed to do.	87%	82%	93%	70%	74%	66%	68%	73%	64%
I think about the steps I will use to solve the problem.	55%	53%	57%	46%	47%	45%	44%	45%	43%
I ask for help if I don't understand the problem.	39%	53%	21%	51%	56%	46%	53%	58%	48%
I check my work for mistakes.	45%	41%	50%	53%	56%	51%	51%	54%	49%
I check my answers to see if it makes sense.	55%	53%	57%	61%	64%	58%	60%	63%	57%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS									
	Percentage of students who answered "most of the time"†								
Manipulatives (e.g., base ten blocks, tiles)	13%	18%	7%	29%	32%	26%	31%	34%	27%
A calculator	13%	12%	14%	14%	14%	15%	15%	15%	15%
A computer to learn mathematics	13%	12%	14%	19%	19%	20%	20%	20%	20%

Grade 3 Math Engagement

Gender differences

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2013–2014

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 31)	Female* (# = 17)	Male* (# = 14)	All Students (# = 16 496)	Female* (# = 8 019)	Male* (# = 8 477)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)
OUT-OF-SCHOOL ACTIVITIES									
How often do you do the following when you are not at school?	Percentage of students who answered "every day or almost every day" [†]								
I participate in art, music or drama activities.	16%	18%	14%	24%	28%	19%	23%	28%	19%
I participate in after-school clubs.	6%	12%	0%	16%	17%	15%	13%	13%	12%
I participate in sports or other physical activities.	26%	18%	36%	39%	33%	46%	43%	37%	48%
PARENTAL ENGAGEMENT									
How often do you and a parent, a guardian or another adult who lives with you do the following?	Percentage of students who answered "every day or almost every day" [†]								
We talk about the activities I do in school.	39%	41%	36%	47%	53%	42%	48%	53%	44%
We talk about the reading and writing work I do in school.	35%	41%	29%	32%	36%	29%	29%	32%	27%
We talk about the mathematics work I do in school.	23%	18%	29%	39%	41%	36%	36%	39%	34%
We read together.	29%	18%	43%	29%	32%	27%	31%	33%	28%
We look at my school agenda.	13%	12%	14%	47%	47%	47%	56%	57%	55%
We use a computer together.	10%	6%	14%	17%	17%	17%	15%	15%	15%

Grade 3

Out of school and parental engagement

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 18)	Female* (# = 8)	Male* (# = 10)	All Students (# = 15 675)	Female* (# = 7 809)	Male* (# = 7 866)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)
STUDENT ENGAGEMENT									
About reading: Percentage of students who answered "most of the time"†									
I like to read.	39%	75%	10%	53%	61%	45%	47%	56%	39%
I am a good reader.	78%	88%	70%	65%	68%	63%	67%	70%	64%
I am able to understand difficult reading passages.	39%	38%	40%	42%	40%	43%	41%	40%	42%
I do my best when I do reading activities in class.	78%	75%	80%	71%	74%	67%	69%	74%	65%
STUDENT ENGAGEMENT									
About writing: Percentage of students who answered "most of the time"†									
I like to write.	17%	12%	20%	44%	53%	35%	42%	53%	30%
I am a good writer.	39%	38%	40%	42%	46%	38%	42%	49%	36%
I am able to communicate my ideas in writing.	44%	25%	60%	51%	54%	47%	48%	53%	44%
I do my best when I do writing activities in class.	78%	75%	80%	69%	74%	64%	68%	74%	63%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered "most of the time"†									
Before I start to read, I try to predict what the text will be about.	6%	12%	0%	19%	19%	19%	16%	16%	16%
I make sure I understand what I am reading.	83%	75%	90%	75%	79%	72%	71%	75%	67%
I slow down my reading if it is difficult.	50%	62%	40%	57%	63%	51%	57%	63%	51%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	22%	25%	20%	46%	50%	42%	41%	45%	37%
When I am finished reading, I think about what I have read.	33%	25%	40%	44%	46%	41%	40%	44%	37%
I organize my ideas before I start to write.	50%	75%	30%	38%	41%	34%	34%	39%	30%
I edit my writing to make it better.	61%	75%	50%	54%	59%	48%	50%	56%	43%
I check my writing for spelling and grammar.	67%	100%	40%	54%	58%	51%	51%	56%	46%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING									
Percentage of students who answered "most of the time"†									
A computer for reading activities	0%	0%	0%	10%	9%	11%	9%	7%	10%
A computer for writing activities	28%	12%	40%	27%	26%	28%	27%	25%	29%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, edit/revise checklist)	17%	12%	20%	39%	44%	35%	33%	38%	28%

Grade 6

Gender difference in: student engagement in writing, cognitive strategies used in language, instructional tools used in reading and writing

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 18)	Female* (# = 8)	Male* (# = 10)	All Students (# = 16 675)	Female* (# = 7 909)	Male* (# = 7 766)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)
STUDENT ENGAGEMENT									
About reading: Percentage of students who answered "most of the time"†									
I like to read.	39%	75%	10%	53%	61%	45%	47%	56%	39%
I am a good reader.	78%	88%	70%	65%	68%	63%	67%	70%	64%
I am able to understand difficult reading passages.	39%	38%	40%	42%	40%	43%	41%	40%	42%
I do my best when I do reading activities in class.	78%	75%	80%	71%	74%	67%	69%	74%	65%
STUDENT ENGAGEMENT									
About writing: Percentage of students who answered "most of the time"†									
I like to write.	17%	12%	20%	44%	53%	35%	42%	53%	30%
I am a good writer.	39%	38%	40%	42%	46%	38%	42%	49%	36%
I am able to communicate my ideas in writing.	44%	25%	60%	51%	54%	47%	48%	53%	44%
I do my best when I do writing activities in class.	78%	75%	80%	69%	74%	64%	68%	74%	63%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered "most of the time"†									
Before I start to read, I try to predict what the text will be about.	6%	12%	0%	19%	19%	19%	16%	16%	16%
I make sure I understand what I am reading.	83%	75%	90%	75%	79%	72%	71%	75%	67%
I slow down my reading if it is difficult.	50%	62%	40%	57%	63%	51%	57%	63%	51%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	22%	25%	20%	46%	50%	42%	41%	45%	37%
When I am finished reading, I think about what I have read.	33%	25%	40%	44%	46%	41%	40%	44%	37%
I organize my ideas before I start to write.	50%	75%	30%	38%	41%	34%	34%	39%	30%
I edit my writing to make it better.	61%	75%	50%	54%	59%	48%	50%	56%	43%
I check my writing for spelling and grammar.	67%	100%	40%	54%	58%	51%	51%	56%	46%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING									
Percentage of students who answered "most of the time"†									
A computer for reading activities	0%	0%	0%	10%	9%	11%	9%	7%	10%
A computer for writing activities	28%	12%	40%	27%	26%	28%	27%	25%	29%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	17%	12%	20%	39%	44%	35%	33%	38%	28%
The internet to find information	83%	88%	80%	53%	53%	52%	51%	51%	50%

Grade 6: Reading

Gender differences in student engagement, cognitive strategies and instructional tools

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2013–2014

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 18)	Female* (# = 8)	Male* (# = 10)	All Students (# = 15 675)	Female* (# = 7 909)	Male* (# = 7 766)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)
STUDENT ENGAGEMENT									
About mathematics:	Percentage of students who answered "most of the time"†								
I like mathematics.	44%	25%	60%	53%	45%	61%	48%	41%	55%
I am good at mathematics.	50%	12%	80%	53%	46%	61%	52%	45%	59%
I am able to answer difficult mathematics questions.	33%	12%	50%	40%	33%	48%	38%	30%	46%
I do my best when I do mathematics activities in class.	78%	88%	70%	76%	75%	77%	75%	75%	75%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
When I am working on a mathematics problem,	Percentage of students who answered "most of the time"†								
I read over the mathematics problem first to make sure I know what I am supposed to do.	83%	100%	70%	81%	84%	77%	80%	84%	76%
I think about the steps I will use to solve the problem.	44%	62%	30%	55%	55%	54%	49%	50%	48%
I ask for help if I don't understand the problem.	44%	50%	40%	59%	63%	55%	60%	64%	56%
I check my work for mistakes.	56%	50%	60%	52%	54%	51%	47%	48%	46%
I check my answers to see if it makes sense.	67%	62%	70%	68%	69%	66%	65%	67%	63%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS									
	Percentage of students who answered "most of the time"†								
Manipulatives (e.g., base ten blocks, tiles)	0%	0%	0%	19%	21%	16%	17%	20%	15%
A calculator	22%	25%	20%	40%	45%	36%	48%	53%	44%
A computer to learn mathematics	0%	0%	0%	12%	12%	12%	9%	9%	10%
The Internet	6%	0%	10%	16%	15%	17%	14%	13%	15%

Grade 6: Student Engagement in Mathematics

Gender difference in student engagement, cognitive strategies and instructional tools

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2013–2014

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 18)	Female* (# = 8)	Male* (# = 10)	All Students (# = 15 675)	Female* (# = 7 909)	Male* (# = 7 766)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)
OUT-OF-SCHOOL ACTIVITIES									
How often do you do the following when you are not at school?	Percentage of students who answered "every day or almost every day"†								
I participate in art, music or drama activities.	6%	0%	10%	18%	21%	14%	16%	21%	12%
I participate in after-school clubs.	0%	0%	0%	14%	15%	14%	10%	11%	9%
I participate in sports or other physical activities.	50%	50%	50%	40%	33%	47%	43%	37%	48%
PARENTAL ENGAGEMENT									
How often do you and a parent, a guardian or another adult who lives with you do the following?	Percentage of students who answered "every day or almost every day"†								
We talk about the activities I do in school.	44%	50%	40%	41%	44%	39%	43%	46%	39%
We talk about the reading and writing work I do in school.	22%	12%	30%	24%	25%	22%	21%	22%	19%
We talk about the mathematics work I do in school.	22%	38%	10%	35%	37%	34%	32%	34%	30%
We read together.	6%	12%	0%	9%	8%	9%	7%	7%	8%
We look at my school agenda.	11%	12%	10%	30%	28%	32%	32%	31%	33%
We use a computer together.	6%	12%	0%	12%	11%	12%	9%	8%	9%

Grade 6: Out of school activities and parental engagement

Conclusion

Focus on moving level 1 and 2s to 3

Moving level 3s to level 4s

Decreasing gender gap

Increasing physical activity

Focus on SIP

Look at resources we are using to teach Mathematics

Focus on Foundational skills in Reading and Mathematics

Work with Gender Based Violence Team

Work with Physical Education Department

Work with Literacy/Numeracy Coach

Focus on Character Education and School Assemblies

Conclusion

- Students perform well on simple questions that focus on word knowledge
- Scored below board average when asked for higher level thinking questions...explain etc
- Difficulties with multi-step problems in math
- Difficulties with Transformational Geometry
- Below board average in writing..difficulties expressing and organizing their thinking

Conclusion

- Plan to release staff for support in Guided/independent reading and supporting classroom libraries
- Plan to release staff to work on Math: 3 part lesson
- Focus on questions that we are using in the class

Questions

3 A store has 7 tricycles.



How many wheels in total are on these 7 tricycles?

- 3
- 7
- 14
- 21

Average

11 A collection of coins is shown below.



Represent this amount of money using the smallest possible number of coins and bills.


Show your work.

Answer

Scoring Guide for Primary Mathematics Open-Response (2014)
Section 1, Question 11


Code 40

A collection of coins is shown below.



Represent this amount of money using the smallest possible number of coins and bills.

Show your work. The amount is 8.25¢

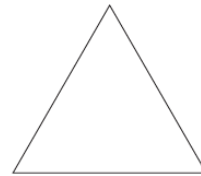
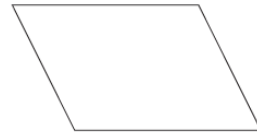
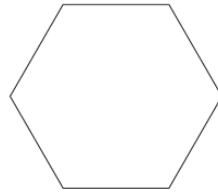


Annotation:

Response demonstrates an accurate application of the procedures; \$8.25 shown and represented using the smallest possible number of coins and bills. Incorrect units (8.25¢) does not detract from the demonstration of a thorough understanding.

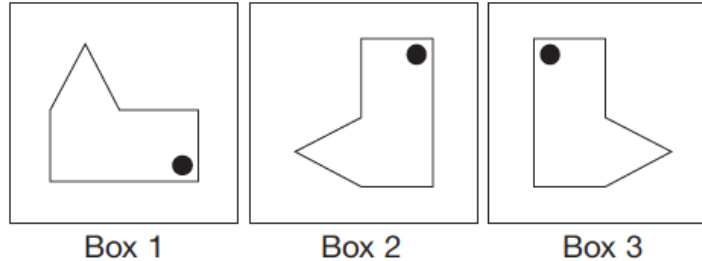
23%

12 Which shape has angles that are all smaller than a right angle?



29%

6 Transformations move the shape in Box 1 to Box 2 and then to Box 3.



What are the transformations in order?

- reflection and translation
- reflection and rotation
- rotation and translation
- rotation and reflection

Below average

13 Karen uses the money shown below to buy crayons.



She is given 2 dimes in change.
How much do the crayons cost?

- \$4.30
- \$4.40
- \$4.50
- \$4.70

Below

- 11** Explain how the word “chains” in the title “Two Chains” helps the reader understand the poem. Use examples from the poem to support your answer.

Above

3 What does “average” mean as used in paragraph 4?

- fair
- proper
- familiar
- ordinary

Below: Text Form and features

6 How are the events in this poem organized?

- large to small
 - action and reaction
 - order of importance
 - problem and solution
-

Below

5 Explain how a well is helpful to communities. Use details from the text to support your answer.

Below

- 6** Explain how Ryan is making a difference in the world. Use examples from the text and your own ideas to support your answer.

Below

- 12** Write a paragraph describing your favourite way to stay in touch with your friends and explaining why you like this form of communication.

Write your answer on the next page.

Ideas for My Paragraph

Grade 6 100% in Reading- word meaning

2 Who caught the largest bass?

a the guide

b the nephew

c the narrator

d the narrator's wife

Grade 6 90% in Reading above

- 3** In paragraph 5, what does the word “They” refer to?
- a the fish
 - b the rods
 - c the waves
 - d the fishers

Below-39% in Reading Grade 6

- 6** Explain how the author's choice of words in paragraph 5 creates a sense of excitement about fly-fishing. Use details from the text to support your answer.

Below Reading Grade 6 39%

-
- 6** Explain why having a variety of survival skills is helpful to the walking stick. Use specific details from the text and your own ideas to support your answer.

Grade 6 Writing below

- 13** Your class has agreed to do some volunteer work in your school this year. Each student can work in an area of his or her choosing.

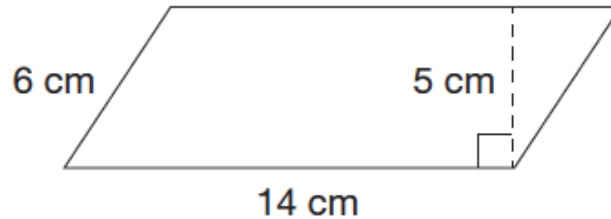
Write a detailed paragraph explaining what you choose to do and why.

Write your answer on the next page.

Ideas for My Paragraph

Math Grade 6 28%

- 2** The parallelogram below will be cut into two congruent triangles.

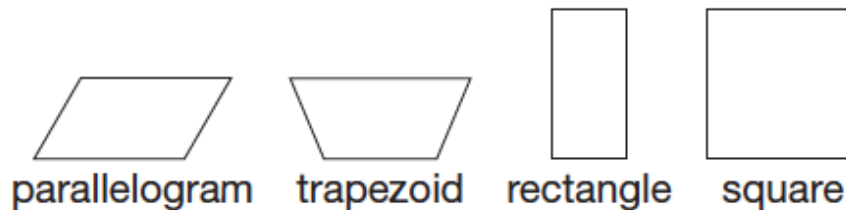


What is the area of one of the triangles?

- a 35 cm^2
- b 42 cm^2
- c 70 cm^2
- d 84 cm^2

Math below 28%

- 14** The quadrilaterals shown below are ordered from smallest to largest based on a geometric property.

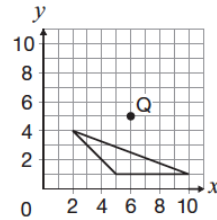


Which geometric property was used?

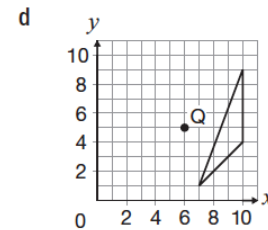
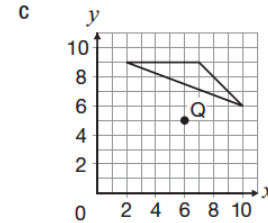
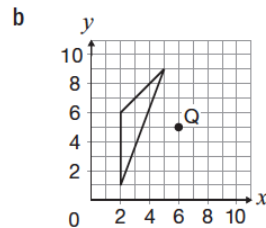
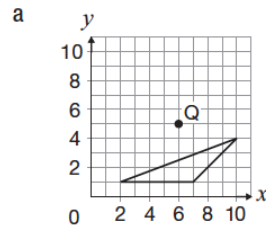
- a number of acute angles
- b number of lines of symmetry
- c number of pairs of equal sides
- d number of pairs of parallel sides

Math below 11% Grade 6

- 6** Dylan rotates the triangle below 90° counter-clockwise about Point Q.

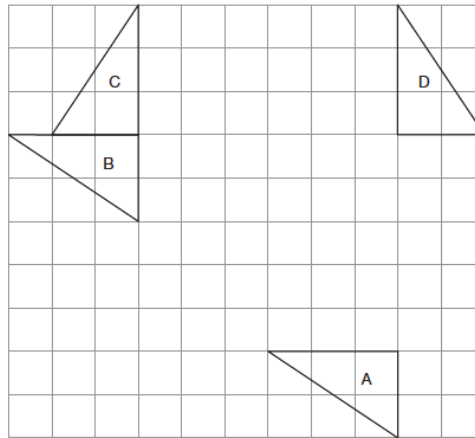


Which of the following triangles shows the result of this transformation?



Math Below Grade 6 14%

- 11** The grid below shows a triangle that has been moved using transformations from position A to position B, then from position B to position C and finally from position C to position D.



Complete the chart below with descriptions of the transformations needed to move the triangle. Be sure to include all units and directions in the chart. Show points of rotation and lines of reflection on the grid.

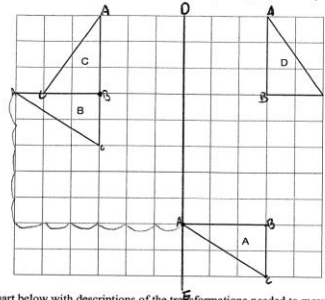
Transformation	Type of transformation	Description of transformation
A to B		
B to C		
C to D		

Code 40 Answer

Scoring Guide for Junior Mathematics Open-Response (2014)
Section 1, Question 11

Code 40

The grid below shows a triangle that has been moved using transformations from position A to position B, then from position B to position C and finally from position C to position D.



Complete the chart below with descriptions of the transformations needed to move the triangle. Be sure to include all units and directions in the chart. Show points of rotation and lines of reflection on the grid.

Transformation	Type of transformation	Description of transformation
A to B	Translation	Translate 6 units left, then 5 units up.
B to C	Rotation	A rotation of 90° cw about point B
C to D	Reflection	A reflection across line segment DE

Annotation:

Response demonstrates a thorough understanding of the relationships between all of the important elements of the problem; correct names for all three transformations with accurate descriptions of A to B, B to C (including point of rotation) and C to D (including mirror line).

Room 35: Activity Room

- Shared space with daycare
- Working with Phys Ed department to create a safe activity space that teachers can use to promote Active Living and Physical Fitness in addition to the gym
- One period in Room 35 and other period in gym
- Will be scheduled and timetabled
- Circuit room
- Open all day but closed at 2:45 for daycare
- Mike will work with classes to train teachers on this room (if interested in training, let me know)
- DPA bags is a “wish” for each class...parent council to help support
- Mike will have a lunch and learn for teachers on how to use equipment in this bag
- Overall promotion of safe play and increased physical activity

French Immersion/Extended French

- § Applications for Early French Immersion –SK, (for a Junior Kindergarten aged child) must be made on-line between November 3, 2014 and December 5, 2014.
- § Applications for Junior Extended French or Middle French Immersion (for a child currently in Grade 3), must be made on-line between January 5, 2015 and January 29, 2015.
- TDSB guarantees an offer of placement in the program (not a specific school) for all on-time applicants
- Transportation is provided as per the board's Transportation policy
- Please note: families with an older sibling currently in a French program are still required to complete an online application for the new student
- Further information on French as a Second Language programs and the application program are available online at:

www.tdsb.on.ca/french

Partnership with East York Alternative High School: Beautifying Our School

- Oct 9th - Earl Beatty Staff Meeting - bring handout and examples
- -Each class at EB selects a character trait from Character Education that they would like to focus on and uses a concept chart to define it
 - Students and teacher work on identifying images of people/things/nature that exemplify this character trait
- Oct 14th - Student leader training at EYA
- Oct 21st - Training Sessions at Earl Beatty (preferably 2 am sessions with 12 teams of student leaders running the same workshop twice to cover all 24 E.B. classes)
- Oct 28th - Priming Mural boards at EYA
- Nov 4th - Finish Priming
- Nov 11th - Images selected and posterized - Tracing of images on to boards begins
- Nov 18th - Finish transferring image outlines
- Nov 25th - All Day Painting workshop at EB.

Posterized Images



Posterized Images



Posterized Images



Images



Beautifying School

- Art club for grade 1-3 students- partnership between parents and teachers
- Garden and Support in Maintenance (Sheila and Liza)

Field

- University of Guelph Turfgrass Institute last month, and they presenting their findings to TDSB on July 15th.
- Met with Trustee and Richard McNally
- Will be having a community meeting in October 21, from 6-8pm with TDSB and University representative to discuss findings

Partnerships



Big Brothers Big Sisters

**RYERSON
UNIVERSITY**



**BOYS & GIRLS
CLUB**

Grade 3-8, 3-6pm, M-F, Nov 3- June 19
Registration Oct 21st, 3-5pm in office

School Re-Organization

- Grade 5/6
- Grade 4
- Primary/Junior HSP am
- Intermediate HSP pm
- Resource throughout the day

Communication Plan

- Looking at Communication Surveys from parents and developing a Communication Plan

Important Dates

- School Statement of Needs due to SO by October 30th
- Fundraising Plan due to SO by October 31st
- Curriculum Night: September 23
- IEPs go home: October 14
- Lice Checks by Registered Nurse: October 15...volunteers?
- Reports go home: November 11
- Parent-Teacher Interviews: November 13
- PA Day for Interviews: November 14
- Math Presentation for Parents: November 27
- October: Looking at our butterfly garden...outdoor education and continuing its purpose
- Officer John visits: September 23, 25, October 1, November 12, 18, 20
- Parent high school information night: October 22nd
- Caring, Safe and Healthy School Committee...need parent volunteer for next meeting on October 23rd at 11:30