

# About

## adapting and modifying programs for students

**Who?** Students who need changes to regular programming.

**What?** Adapted Program - when a student shows what they know in a different way; for example, an oral test instead of a written test. These students still cover the same material as everyone else in the classroom.

Modified Program - when different material is provided for students so they can learn at their individual levels.

**When?** A student can be changed to an adapted or modified program as soon as he/she shows signs of requiring one.

**Where?** Adapted or modified programs are carried out, for the most part, in a classroom with everyone else (inclusion).

**Why?** Adapted and modified programs are here to make sure *every child has the opportunity to succeed.*

# About

## how your child's teacher knows

This brochure tells you about new and exciting ways teachers measure your child's learning.

Accurate assessment of students' work can be done in many ways.

**Teachers Do Know How Your Child is Doing. Ask Them!**

# About

## tips for success

1. Have a spot where your child can empty his/her backpack and provide a specific spot for parent information. Use your child's homework log for communication between home and school.
2. Make sure your child has a regular, well lit spot for completing homework with the necessary supplies. **The first 30 minutes after school is often the best time.**
3. Giving your child regular chores at home helps with his/her success in school.

## more tips for success

4. Help your child manage time. Teach him/her to list responsibilities and organize.
5. Teens need 9 hours of sleep per night. Less than 9 hours leads to irritability and difficulty storing information. Younger children need 9 - 12 hours of sleep per night.
6. Breakfast eaters are likely to:
  - achieve higher grades
  - pay closer attention
  - participate more in class discussions
  - manage harder school work
7. Be active: walking oxygenates the brain and improves memory.
  - physical activity helps children sleep well at night and stay alert by day.
  - active play improves school performance, concentration, mood and behaviour.
8. Limit television time and computer time to 1 hour per day. This includes limiting video games.
9. Stay involved in your child's learning.
10. Talk to your child's teacher.

**"Your Child's Teacher Knows"**



A project of...  
**Prince Edward Island Teachers' Federation**

Information to help you  
understand how  
your child's teacher  
knows...

# About assessment

Assessment involves many things. The main reasons we use assessments are:

- to keep track of how a student is doing
- to help teachers know if the student understands what has been taught so far so the next idea can be taught
- to figure out if the curriculum has to be changed because it is outdated or no longer appropriate

There are many ways of assessing students; most people know about tests, exams, essays and standing in front of the class to tell classmates about something.

## Definition of Assessment

*...Measuring what your child has learned.*

*...But there are many ways of assessing students.*



# About how assessment looks different in Elementary, Intermediate and Senior High School

## Elementary

You will hear teachers talk about things like:

- reading records
- levelled books
- literacy assessments/rubrics
- mental math facts

## Intermediate

You will see more focus on subjects and your child will have more subject teachers:

- group projects
- oral presentations and debates
- rubrics

## Senior High

You will hear teachers talk about:

- exams
- quizzes
- essays
- lab reports



# About new forms of assessment

Authentic assessment equals meaningful assessment.

Authentic assessment is when teachers use different ways to measure what your child has learned. Teachers use formal and informal ways to keep track of students' progress. Some of these include:

- **teacher observations** - teachers watch your child learn, play and talk to each other
- **portfolio** - a collection of a child's work
- **reading records** - a reading record tells what a reader says or does while reading - these records allow a teacher to know at what level a child is reading
- **rubrics** - scoring guides
- **group work** - children work as a team to get a job done; everyone plays a part
- **oral presentations** - children speak in front of the class
- **projects** - work that takes more than one class to complete
- **research papers** - written work where your child has to find information from different places
- **book reports** - any assignment that shows a child has read and understood the book
- **resource-based learning** - learning by using many different things
- **students' self-evaluations** - students mark themselves
- **classroom meetings** - conversations about learning and working as a team
- **experiments** - hands-on learning; learning by doing

- **checklist** - a list of what a child does
- **conferencing** - talking with the teacher
- **journals** - writing about their lives
- **work stations** - going to different places within the class to do different activities
- **role playing**
- **homework** - learning at home
- **pre-testing** - seeing what a child already knows about a topic

*Teachers put a lot of time and effort into figuring out what type of assessment will be helpful, based on how your child learns, and the subject being taught. All forms of assessment help us know how students are doing.*

*Learning never stops.*

# About curriculum

**Question:** *What is the purpose of a provincial curriculum?*

**Answer:** Identify the skills and knowledge that all students are to learn.

**Question:** *What is curriculum?*

**Answer:** In education, curriculum is an organized structure of outcomes for all grade levels/subjects.

**Question:** *What are outcomes?*

**Answer:** Outcomes tell teachers what students should know by the end of a certain grade level.