

ÉCOLE COLONIALE ESTATES SCHOOL



École Coloniale Estates School Assurance Plan - 2024 - 2025

School Profile:

- École Coloniale Estates School, home of the Eagles, where young minds soar and dreams take flight! We are a vibrant Kindergarten to Grade 6 learning community in Beaumont, part of Black Gold School Division, offering a rich educational experience in both English and French Immersion programs. At our school, we pride ourselves on nurturing a diverse and inclusive environment where every student can thrive.

We are home to the Grade 4 - 6 component of the Beaumont Hockey Academy, a program designed to enhance students' hockey skills under the expert guidance of Serdachny Hockey coaches. Our student athletes develop not only their athletic abilities but also essential life skills such as teamwork, discipline, and perseverance.

Rooted in our core values, we strive to embody the spirit of EAGLES every day. Our students and staff are Enthusiastic learners, bringing a positive Attitude to the classroom, being Good-hearted individuals, displaying unwavering Loyalty, and approaching their endeavors with Earnest dedication. Together we create a supportive learning community that empowers our students to excel academically, socially, and personally.

Our school population is 510 students, 163 of which are in the French Immersion program. We have 27 ATA staff, including our principal, assistant principal, wellness support teacher, learning support teacher, physical education specialist and music specialist. We have 12 educational assistants, 3 administrative assistants, one library clerk, and three custodians. ÉCES relies on parent input, school wide screening information, and teacher professional knowledge to work with students at all levels to ensure that their experiences represent their unique avenues of growth.

Celebrations:

- At ÉCES, stakeholders proudly identify as Eagles, having achieved "Very High" or "High" results on the Assurance Measures for Citizenship, Education Quality, Parental Involvement, Welcoming, Caring, Respectful and Safe Learning Environments, and Access to Supports and Services. In 2024, 97.7% of stakeholders expressed satisfaction with the quality of basic education, a maintained rating of "Excellent" compared to the Alberta average. Additionally, 86.7% of stakeholders were pleased with students' citizenship, and 84.9% of teachers and parents felt that parents were actively involved in educational decisions, both of which also maintained "Excellent" ratings from 2023. All assurance measures surpassed the provincial average, underscoring ÉCES as a safe, caring, and supportive learning environment. Student Learning Engagement remained steady at 83.6%, nearly aligning with Alberta's 83.7%, while Welcoming, Caring, Respectful and Safe Learning Environments rated 90.9% - a slight decrease from 2023's 92.8% but still notably higher than the Alberta average of 84%.
- Staff at ÉCES work hard to ensure a culture of learning and one that adheres to our EAGLE values. Staff are sure to focus on the positive even when acknowledging challenges. Classroom teachers and educational assistants work hard to promote and support student mental health in the classroom and when possible, working with wraparound services to enhance programming.
- We have a supportive group of parents who regularly attend school council meetings and diligently fundraise for our new

playground. Our parents also work hard to provide a robust hot lunch program every Thursday.

- At ÉCES we participate in days to support the wellness of everyone, such as Mental Health Week, Pink Shirt Day, and Rock your Socks for Down Syndrome.
- The Beaumont Hockey Academy continues to thrive with 94 participants. Our partnership with Serdachny Power Skating and Hockey ensures a high quality of service and sustainability.
- Staff nominated 5 exceptional school volunteers for consideration of the Sheila Sheirer Volunteer Award. Sponsored by the ÉCES School Council, this memorial award is in recognition of contributions to the school.
- The ÉCES community is enhanced by numerous volunteers who assist in various roles. We are appreciative of the time and talents that they share with our school.
- We have an active and supportive School Council.

Academic Celebrations

- Our full time Learning Support Teacher supports teachers and students with differentiation, interventions and universal supports.
- Overall, the PAT data indicates that Grade 6 students at ÉCES generally performed well in the 2023-2024 PATs that were administered. More details are shared later in this report.
- The Assurance Survey report presents an overall positive picture of Ecole Coloniale Estates School, showcasing a strong commitment to student success and effective partnerships with parents. More details are shared later in this report.
- Teachers have made great gains in their Visible Learning professional development, with many classes using learning intentions consistently, with evidence of success criteria increasingly weekly.
- Our Acadience literacy screening data for Kindergarten to grade three shows average effect sizes over 0.4 for each of these grades. This indicates that our literacy instruction in those grades, on average, is helping students to achieve a year or more of growth in literacy. Collectively this data demonstrates that our staff commitment to literacy is benefitting our students.

School Events/Activities

- Supporting local initiatives such as the Beaumont/Nisku Christmas Elves by organizing food and gift donations.
- Delivering Christmas cards and shoveling driveways to help our school neighbors during the holiday season.
- Engaging Grade 5 students in a volunteer project where they identify a community need and respond. One group collected several wagons of food for the local Karma Pantry.
- Fundraising for important causes, including the Terry Fox Foundation and the Heart and Stroke Jump Rope for Heart.
- Hosting schoolwide theme days like Western Day, Jersey Day, and School Spirit Day to foster school pride.
- Building community through events such as the Halloween Family Dance and school-wide Christmas musical productions.
- Offering swimming lessons for all Kindergarten to Grade 3 students to promote water safety and essential swimming skills.
- Providing dozens of student-led clubs, supervised by dedicated volunteer teachers, allowing students to share interests like Pokémon, cheer, knitting, chess, Tae Kwon Do, and Harry Potter.

- Participating in Hockey Hooky with the Edmonton Oil Kings, giving students a memorable experience.
- Celebrating the thriving ÉCES Athletics Program, which showcases our student-athletes' skills and sportsmanship, thanks to our dedicated volunteer coaches.
- Showcasing musical talent with the ÉCES Singing Choir performing at the Leduc Rotary Music Festival and during an Edmonton Oil Kings game.

Challenges:

- As an ongoing goal, Math is an area of focus for our school. Overall, the data from the fall of 2024 is encouraging, especially with the large reduction of students below the 50th percentile, which reflects broad improvement in numeracy skills. However, the increase in the percentage of students below the 25th percentile signals a need for additional support for the lowest-performing students, possibly through focused interventions or differentiated instruction as outlined in our School Goal 3, below.
- After a School Council motion seeking renaming was approved, ÉCES requested the School Board to consider a name change for the school on November 30, 2022. This is a result of the school community learnings reflected in the Truth and Reconciliation Commission Report on Indigenous Peoples and History. Our new awareness of the impact of colonialism on Indigenous peoples no longer reflects a term of pride and celebration suitable for a school. The renaming process will be proceeding, with guidance from a Renaming Committee. The intention is to have a renaming completed and a celebration in the spring of 2025. This is addressed in School Goal 2, below.
- Fundraising for a new playground is an ongoing opportunity. We are establishing new connections as we seek support from local minor sports organizations, service groups, and other schools. Emphasizing that a new playground will benefit the Coloniale Estates subdivision and the City of Beaumont. We are creating an awareness that we are all part of this community. We have a passionate and dedicated Playground Committee seeking to move the playground process ahead in fast forward motion.

School Council Message

Greetings from the ÉCES School Council! The overarching vision of the ÉCES School Council is to enrich student learning while nurturing the overall wellbeing and effectiveness of our school community. Our mission revolves around fostering meaningful involvement by providing a platform for parents and community members to actively participate in an advisory capacity aligned with Alberta Education's School-Based Decision-Making Policy. In the 2023-2024 school year, we convened a total of eight times, holding monthly meetings with exceptions for December and June. A highlight of our yearly initiatives is the ongoing sponsorship of the school EAGLE awards, where one outstanding student from each classroom is recognized for their enthusiasm, positive attitude, being good hearted, loyal, and earnest. Additionally, we played a role in supporting several school events, working with our parents association to continue fundraising for the new playground, supporting the hot lunch program, and orchestrating events for teacher appreciation. We are delighted to have contributed valuable input to the BGSD three-year calendar, and look forward to working with the school to support our vision to enhance student learning and to foster the wellbeing and effectiveness of our school community.

School Council Chair Signature:

Amanda Bristow

School Assurance Plan Shared: *November 20, 2024*

Final revision Date: *January 14, 2025*

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 3234 Ecole Coloniale Estates School

Assurance Domain	Measure	Ecole Coloniale Estates School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.6	89.1	87.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.7	87.9	89.5	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	81.0	72.7	72.7	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	22.6	13.6	13.6	19.8	18.0	18.0	High	Improved	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.2	96.1	95.5	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.9	92.8	94.0	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	86.6	84.7	87.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.9	86.6	85.3	79.5	79.1	78.9	Very High	Maintained	Excellent

*Please note that we requested and received special permission to expand our sample size to include Grade 5 and 6 students for a total of 215 respondents instead of only 71 Grade 4 students.

*71 Grade 4 parents were eligible to respond to the survey. The number of parent respondents was 17

*28 Teachers responded to the survey..

Ecole Coloniale Estates Alberta Education Assurance Measures School Report Analysis - 2024

Student Learning Engagement

- Celebration:** The school maintained the Student Learning Engagement measure.
- Area of Growth:** While maintained, the Student Learning Engagement declined slightly from the previous year for all groups: overall, parents, and students. This decline also holds true when comparing the school's current result (83.6%) to the previous year (89.1%) and the three-year average (87.1%). The provincial average also shows a declining trend.
 - Possible solutions:** Ongoing exploration of innovative teaching methods (Visible Learning Goal), enhancing student voice and choice in learning, and fostering stronger home-school connections could help address the decline.
- Parent Perception:** While overall parent satisfaction with Student Learning Engagement remained high, there was a noticeable decline in the current year (73.8%) compared to the previous year (83.0%). This suggests a potential disconnect between parent expectations and perceived student engagement.
 - Possible solutions:** Enhanced communication with parents regarding classroom activities and student progress, as well as opportunities for parent feedback, could bridge this gap.

Citizenship

- Celebration:** The school maintained a very high rating for Citizenship in the current year (86.7%) compared to the previous year (87.9%). This signifies the successful fostering of positive character traits and civic values among students.
- Area of Growth:** There is a slight decline in Citizenship from the previous year for parents and students. While the decline is minimal, further exploration is warranted to understand potential contributing factors and implement strategies to reinforce positive citizenship development.
 - Possible solutions:** Strengthening character education programs, integrating service-learning opportunities, and collaborating with families to establish shared values can further promote positive citizenship.

Education Quality

- Celebration:** The school consistently maintained a very high rating for Education Quality (91.2%), surpassing the provincial average across all three years. This demonstrates a commitment to delivering high-quality education.
- Area of Growth:** A slight decline is observed in the overall Education Quality rating in the current year compared to the three-year average. This decline mirrors the trend seen in the provincial average. It is worth noting that while there is a decline, the rating remains very high.

○ **Possible solutions:** Ongoing new curriculum refinement and alignment with best practices, targeted professional development for teachers, and collaboration with stakeholders to ensure alignment of resources and expectations can contribute to sustaining high-quality education.

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

● **Celebration:** The school consistently received a very high rating for WCRSLE over the past years, outperforming the provincial average. This indicates a strong commitment to fostering positive and supportive learning environments.

● **Area of Growth:** The current year shows a slight decline in the WCRSLE rating (90.9%) compared to both the previous year and the three-year average. This aligns with the provincial trend of a minor decline.

○ **Possible solutions:** Strengthening social-emotional learning programs, fostering a culture of inclusivity and respect, and actively addressing student concerns through responsive interventions can enhance the safety and well-being of the school community.

Access to School Supports

● **Celebration:** The school maintained an above average rating for Access to Supports and Services (86.6%), exceeding the provincial average. This suggests the school is effectively providing students with necessary support services.

● **Area of Growth:** A minor decline is noted in the current year's parent satisfaction with Access to Supports and Services (72.6%) compared to the previous year (76.8%).

○ **Possible solutions:** Regularly reviewing and updating support services based on student needs, improving communication and outreach regarding available supports, and strengthening partnerships with community organizations can enhance access to essential services.

Parental Involvement

● **Celebration:** The school maintained a very high rating for Parental Involvement (84.9%), significantly exceeding the provincial average. This demonstrates successful efforts in engaging parents and fostering strong home-school partnerships.

● **Area of Growth:** A minor decline is observed in the overall Parental Involvement rating for the current year compared to the three-year average. This trend is consistent with the provincial average, which also shows a minor decline.

○ **Possible solutions:** Exploring flexible engagement opportunities, leveraging technology to facilitate communication and participation, and offering diverse avenues for parents to contribute to the school community can help sustain and enhance parental involvement.

School Goal 1: Visible Learning Focus: Success Criteria & Learning Intentions**Alignment with Division Priorities** ([Success](#))**Timeline: 2024-2025**

Rationale: Implementing success criteria and learning intentions is essential to building a strong foundation for visible learning in our school. When teachers clearly communicate what students are learning (learning intentions) and what success looks like (success criteria), students are empowered to take greater ownership of their learning. This approach encourages active engagement, self-assessment, and reflection, ultimately fostering a deeper understanding of academic content. By focusing on visible learning, we can create a more transparent, accountable learning environment where students understand expectations and can work collaboratively with teachers toward measurable outcomes.

Timeline	Strategies	Supporting Data
Oct. 11	Professional Development Division Wide - Full day session from Corwin presenters. • Identify the linkage between dispositions of learning and student achievement • Identify strategies to use to establish a shared language of learning in your classroom and/or school • Determine how to use standards to establish clarity • Identify strategies to use with students to support understanding of learning intentions and success criteria	-School Administration can identify the Ten Mind Frames along with researched evidenced high-yielding practices for student achievement. -Present infographic and information on Visible Learning at October School Council and Staff Meeting - Share pertinent information, continue data collection, and implement next steps as the school year progresses (Starting January 2024)
Nov. 1	Staff PD - presentation on Professional Planning: Learning Intentions & Success Criteria Visible Learning will be a key concept discussed in the presentation. • Teachers will be provided with a variety of tools to support their professional planning. • The presentation will emphasize the importance of clearly communicating learning intentions and success criteria to students. • Teachers will work in their grade levels to determine their Visible Learning success in these areas and next steps	- Teacher pre- and post-surveys to gauge understanding and confidence in using success criteria and learning intentions.

November- March 2025	Classroom Implementation and Observation Teachers begin integrating success criteria and learning intentions into lessons, with leadership team members observing and providing feedback.	Observation data focusing on frequency and quality of visible learning practices in classrooms.
April 2025	Student Feedback and Self-Assessment Introduce structured student reflection sessions where students assess their progress using provided success criteria and learning intentions.	Student feedback forms and self-assessment data.
May - June 2025	Evaluation and Adjustment Collect and review data from teachers and students, adjusting strategies for the next academic year based on results and feedback.	End-of-year surveys, data review on visible learning effectiveness, and success criteria usage frequency.

To create a positive and productive learning environment by establishing and clearly communicating academic and behavioral expectations, while fostering a strong sense of pride and identity around our school's new name. This goal aims to involve our community actively in the renaming process as a symbol of renewal, inclusivity, and forward-thinking educational aspirations.

Alignment with Division Priorities ([Wellness](#))

Priority 2: Wellness - Goal 2

Timeline: 2023-2025

Rationale: This goal supports a transformative period for our school by ensuring a seamless alignment between our community's values and the positive learning environment we strive to cultivate. Through clear expectations and a shared identity, students and staff alike will feel a renewed sense of pride and unity. This renaming effort serves as a unique opportunity to reframe our school's purpose, prioritizing inclusivity and excellence while bringing the community together in a collaborative and symbolic act of progress. Incorporating this goal may help address the slight decline in the Assurance Measure Survey WCRSLE rating compared to both the previous year and the three-year average.

Timeline	Strategies	Supporting Data
Nov 2024 - Feb 2025	Develop Shared Values and Expectations: Use the existing EAGLE acronym (Earnest, (Good) Attitude, Good Hearted, Loyal, Enthusiastic) as a foundation to collaboratively define observable and positive behaviors for all areas of the school.	École Coloniale Estates School has established values that are consistently reinforced throughout the school. Engaging the community in refining these values and translating them into observable behaviors ensures they are clearly understood and upheld.
Nov. 2024	Under BGSD Board and Senior Admin guidance, launch school renaming initiative: Form a Renaming Committee.	This aligns with the school division's existing renaming process and ensures broad representation in decision-making.

Jan 2024 - June 2025	Explicitly Teach Expected Behaviors: Staff will create lesson plans and visuals to consistently teach expected behaviors linked to the EAGLE values. Visuals will be displayed throughout the school.	Common language will be used when addressing unexpected behaviors, fostering consistency and clarity. School-wide and grade-level grouped assemblies will further communicate and reinforce expectations.
Mar 2024 - June 2025	Staff will recognize and acknowledge students demonstrating desired behaviors linked to the EAGLE values and the new school identity.	Annual Eagle award nominations and votes.
Spring 2025	Celebrate and Reflect Hold a renaming ceremony to unveil the new school name and logo. Incorporate student presentations, musical performances, and reflections on the renaming process and its significance.	A culminating event to mark the school's transformation and foster a sense of community pride and ownership over the new identity.

School Goal 3: Numeracy Progression

Annually, until June 2026, fewer students will be below the 50th%ile by focusing on the Numeracy progressions and Math vocabulary.

Alignment with Division Priorities [\(Success\)](#)

Priority 1: Success - Goal 2

Timeline: 2023-2026

Rationale:

As part of a multi year goal, this data shows significant changes in the distribution of students' performance in numeracy from the 2023-2024 to the beginning of the 2024-2025 school year:

Below the 50th Percentile:

In 2023-2024, 48.8% of students scored below the 50th percentile.

In 2024-2025, only 8% of students scored below the 50th percentile.

This is a remarkable improvement, suggesting that a much larger proportion of students have now moved above the median level of achievement. This shift could be due to successful interventions, changes in curriculum or instruction, or other targeted supports implemented over the past year.

Below the 25th Percentile:

In 2023-2024, 18.5% of students were scoring below the 25th percentile.

In 2024-2025, 26% of students are below the 25th percentile.

Here, we see an increase in the percentage of students in the lowest quartile. While the overall number of students struggling below the 50th percentile has decreased, there's now a slightly larger group in the lowest-performing range. This suggests that while many students have improved enough to reach at least the median level, some who were already struggling may not be progressing as quickly.

Summary

Overall, the data is encouraging, especially with the large reduction of students below the 50th percentile, which reflects broad improvement in numeracy skills. However, the increase in the percentage of students below the 25th percentile signals a need for additional support for the lowest-performing students, possibly through focused interventions or differentiated instruction as outlined below.

Timeline	Strategies	Supporting Data
Nov - June 2025	-Build on Math Up, the school wide tool that the majority of teachers are using to deliver the curriculum. Teachers also have access to Mathology and Jump Math.	- Black Gold will be planning Math Up and Mathology Presentations to enhance teacher knowledge.
Nov - Jan 2024	-Analyze Numeracy Screening tool data to identify students below the 50th%ile. Go over this data with the teachers during the collaborative SSLT meetings. (twice/year)	- Programming will be planned with a universal support approach to implementation.
Jan - June 2025	-Use pd and teacher collaborative time to build understanding of numeracy progressions and collaborate to build activities and games. -Use a shared Google Drive team folder to build understanding and resources for numeracy progressions. -Build visual math tasks in the hallway by putting numeracy based tasks cards around the school.	- Teachers will have access to, and make use of release time for collaboration / curriculum planning. - Staff PD related to numeracy will be provided on a Division PD Day. - Using resources from ARPDC we will curate visuals in French and English to be placed around the school.

École Coloniale Estates School - Provincial Achievement Tests at a Glance

ÉCES -All Gr.6 Students	English Language Arts			Mathematics			Science			Social Studies		
	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence
Provincial Average	N/A	N/A	N/A	N/A	N/A	N/A	84	81.8	30.4	85.7	80.1	23.7
BGSD Average	N/A	N/A	N/A	N/A	N/A	N/A	91	82	25.3	92.1	80.5	20.4
École Coloniale Estates School	N/A	N/A	N/A	N/A	N/A	N/A	93.8	88.3	33.3	95.3	91.8	26.2
ÉCES-French Immersion Grade 6 Students	French Language Arts			French Mathematics			French Science			French Social Studies		
	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence	Percent of students writing	Percent of students achieving acceptable standard	Percent of students achieving standard of excellence
Provincial Average	87.6	79.8	10.6	N/A	N/A	N/A	93.6	74.3	15.9	96.9	69.2	12.6
BGSD Average	84.8	69.2	5.1	N/A	N/A	N/A	95.9	55.4	10.1	93.0	56.9	7.5
École Coloniale Estates School	N/A	N/A	N/A	N/A	N/A	N/A	95	73.7	10.5	85.0	70.6	17.6

**ELA 6 and Math 6 were not administered

*2023/24 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

What do the PAT numbers say?

All Grade 6 Students at ÉCES

- A higher percentage of Grade 6 students at ÉCES wrote the Science and Social Studies PATs compared to the provincial and BGSD averages.

- ÉCES students outperformed their peers at the provincial and BGSD levels in both subjects, with higher percentages achieving the acceptable standard and the standard of excellence.
- For example, 88.3% of ÉCES Grade 6 students achieved the acceptable standard in Science, compared to 81.8% provincially and 82% in BGSD.

French Immersion Grade 6 Students at ÉCES

- Almost all Grade 6 French Immersion students at ÉCES wrote the French Science and French Social Studies PATs.
- While a smaller percentage of French Immersion students at ÉCES achieved the acceptable standard in French Science compared to the provincial average (73.7% vs. 74.3%), they surpassed the BGSD average of 55.4%.
- In French Social Studies, ÉCES students performed better than both provincial and BGSD averages in achieving the acceptable standard, with 70.6% compared to 69.2% and 56.9% respectively.

Overall, the data suggests that Grade 6 students at ÉCES generally performed well in the 2023-2024 PATs that were administered.

School Goal 1: Visible Learning Focus: Success Criteria & Learning Intentions

School Goal 1 Reflection

Review, Reflection and Progress Update:

School Goal 2: Community Building, Our Values, and Student Expectations

School Goal 2 Reflection

Review, Reflection and Progress Update:

School Goal 3: Numeracy Progression

School Goal 3 Reflection

Review, Reflection and Progress Update:

Language Arts

My sentences have a noun and verb.

Math

I can count forward to 100.

Science

I can identify different materials.

Social Studies

I can identify the provinces and territories of Canada.

Par la fin de la leçon vous allez être capable de bien placer les nombres sur une droite numérique.

numéro

READING RESPONSE

success criteria

- ✓ R- Restates the question ✓
- ✓ A- Includes general reason for opinion in your own words ✓
- ✓ C- Cites multiple pieces of evidence from the text ✓
- ✓ E- Explains how each text evidence links to opinion .5
- ✓ Stays on topic
- ✓ Answers the question being asked

Je connais
mes sons -
ail eul ouille
ille

Je peux
Compter par sauts.
(0, 25, 50, 75...)

Je peux
vérifier si les objets
sont transparent,
absorbant ou
malléable.

I can add details to my sentences.

I can identify place value (tens and ones)

I can identify properties of materials.

I can name the provinces of Canada.

• Je peux utiliser des marqueurs de relation.

• Je peux communiquer en français.