

Ontario Secondary School Sample Report Card Comments

Background: The high prevalence of children and adolescents not meeting the recommended 60 minutes of physical activity (PA) per day and the associated negative health consequences make it critical to increase PA. Ecological models suggest that the school environment may influence student health behaviour. However, few studies have examined the school environment in relation to student PA. Purpose: To examine between-school variability in students' time spent in PA, and identify factors of the school built environment that account for the between-school variability in students' time spent in PA overall as well as by gender and school location, while also considering school physical education (PE) and PA programming and controlling for student-level characteristics and potential environment-level confounders. Methods: This thesis consisted of a secondary data analysis of the School Health Action, Planning and Evaluation System (SHAPES) Ontario project, which included self-report data from administrators and 25,416 students in 76 secondary schools across

Ontario. The student- and school-level survey data were supplemented with GIS-derived measures of the built environment within 1-km buffers of the 76 schools. Multilevel modeling was used to examine between-school variability in students' time spent in PA, as well as environment-level factors associated with PA. Results: There was significant between-school variability in students' time spent in PA overall as well as by gender and school location, respectively. Schools having another room for PA and schools offering daily PE were positively associated with students' PA. Schools located in areas with higher land-use mix diversity and walkability were negatively associated with students' PA. Results of the gender-specific multilevel analyses indicated schools should consider providing another room for PA, especially for offering flexibility activities directed at female students. Schools should also consider offering daily PE to male students in senior grades. Students attending schools in urban and suburban areas that provided another room for PA or were located within close proximity to a shopping mall or fast food outlet spent more time in PA. Conclusions: These findings support the ecological notion that the school environment can influence student PA behaviour. A better

understanding of the relationship between the school environment and PA will assist in the development of effective school-based policies, programs and interventions to increase PA.

Across OECD countries, almost one in every five students does not reach a basic minimum level of skills. This book presents a series of policy recommendations for education systems to help all children succeed.

Double Cohort Study

***Parents, Privilege, and Special Education
Building a New Future***

Resources in Education

A Multilevel Examination of Factors of the School Environment Associated with Time Spent in Physical Activity Among a Sample of Secondary Students in Ontario, Canada

Double Cohort Study:

The Wiley Handbook of Vocational Education and Training

Students in special education programs can have widely divergent experiences. For some, special education amounts to dumping ground where schools unload their problem students, while for others, it provides access to services and accommodations that drastically improve chances of succeeding in school and beyond. Distinguishing Disability argues that this inequity in treatment is directly linked to the disparity in resources possessed by the students' parents. Since the mid-1970s, federal law has empowered parents of public school children to intervene in virtually every aspect of the decision

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making involved in special education. However, Colin Ong-Dean reveals that this power is generally available only to those parents with the money, educational background, and confidence needed to make effective claims about their children's disabilities and related needs. Ong-Dean documents this class divide by examining a wealth of evidence, including historic rates of learning disability diagnosis, court decisions, and advice literature for parents of disabled children. In an era of expanding special education enrollment, *Distinguishing Disability* is a timely analysis of the way this expansion has created new kinds of inequality.

In Canada today there is a clear move toward a more outcomes based education system. This report examines the state of high school student assessment and reviews standards and accountability strategies. It reports on the policies, programs, and initiatives in all provincial ministries or departments of education and a sample of school boards across the country. Data were derived from a telephone survey of departmental/ministerial representatives from all 10 provinces and the 2 territories and from a questionnaire that was mailed to 279 school boards. A total of 140 boards responded, a 50 percent response rate. Data show that both boards and ministries are putting more emphasis on the development of comprehensive policies to cover all aspects of student evaluation. There is some movement away from relying on paper-and-pencil testing as the sole means of evaluation; the use of more authentic, performance-based approaches and a greater variety of assessment techniques are being promoted. Some of the best practices in high school evaluation involve use of a broad range of assessment methods; introduction of or improvements to provincial examinations; greater use of summative and formative evaluations; greater emphasis on modifying evaluation for special-needs students; use of performance-based assessment; and more reporting to parents

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and the public. Thirteen tables are included. Appendices contain copies of the two questionnaires and selected school board material. (Contains 19 references.) (LMI)

Summary Report

Global Education Monitoring Report 2020

The humanities and social sciences. A

Summer Employment of Ontario Secondary School Students, 1973

Portraits of High Schools

Issues in Secondary Schooling

Setting the record straight about Arab American culture.

19 includes proceedings of the meetings of the Life Agency Officers Section and the Life Insurance Advertisers Section.

Report of the Federal-Provincial Task Force on Student Assistance

Theory, Issues and Practice

Research in Education

Supporting Disadvantaged Students and Schools

A Study of Policies and Practices of Ministries and School Boards in Canada

ONTERIS Abstracts

The Education Outlook

Resources in Education Research in

Education Resources in Vocational

Education International Mathematics and Science

Assessments What Have We Learned? International

Mathematics and Science Assessments What Have

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We Learned?DIANE Publishing

The Ontario Secondary School Literacy Test assesses the cross-curricular reading & writing skills students are expected to have learned by the end of grade 9 as outlined in the provincial curriculum. This report presents & discusses the results of the 2004 Test, which was written over two days in October. It begins with overall results showing student participation & success rates, then provides detailed results that break down the data by gender, student status (English as a second language learners, students with special needs) and type of English course (academic, applied, locally developed). The report also summarizes findings of a survey completed by the students on aspects of their learning environment, such as reading & writing habits outside of school. The final section suggests strategies for success to help students develop & demonstrate their literacy skills and describes case studies of schools that have developed successful & innovative techniques for improving student literacy. Appendices include information about the Test, a glossary, and sample reading & writing tasks with expected answers.

Inventing Secondary Education

Double Cohort Study, Phase 2 Report

School, Family, and Community Partnerships

Ontario Labour Relations Board Reports

How Schools Worked

If Minds Matter

Asperger's Syndrome and the Transition to

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Adulthood

The received view is that secondary education in Ontario is a result of Egerton Ryerson's Education Act of 1871. But R.D. Gidney and W.P.J. Millar show that Ryerson and the Provincial Education Office responded to rather than directed policy in higher education. In fact, the system in place today is evidence of Ryerson's failure to implement the programs he wanted.

This document describes, new, province-wide standards that school boards must meet when developing, implementing, and monitoring Individual Education Plans (IEPs) for exceptional students, in accordance with Regulation 181/98 of the Education Act, and for students not identified as exceptional who are receiving a special education program and services.--Intro., p. 3.

*International Mathematics and Science Assessments
Inclusion and Education - All Means All*

What Have We Learned?

From Hope to Harris

RIE.. Annual cumulation

Ontario Journal of Educational Research

Ontario Secondary School Literacy Test, 2004-05:

Summarizes six international studies of math and science over the past 25 years, describing each study and its primary results. Also draws together critical and heretofore inaccessible documentation that are required to evaluate the quality of the surveys, including studies of Japanese students. Over 75 charts and tables.

This publication assesses progress towards Sustainable Development Goal 4 (SDG 4) on education and its ten targets, as well as other related education targets in the SDG agenda. It addresses inclusion in education,

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drawing attention to all those excluded from education, because of background or ability. The report is motivated by the explicit reference to inclusion in the 2015 Incheon Declaration, and the call to ensure an inclusive and equitable quality education in the formulation of SDG 4, the global goal for education. It reminds us that, no matter what argument may be built to the contrary, we have a moral imperative to ensure every child has a right to an appropriate education of high quality.

Resources in Vocational Education

Evaluating Achievement of Senior High School Students in Canada

Distinguishing Disability

Provincial Report

A Supplement to High School : a Report on Secondary Education in America

Your Handbook for Action

An Examination of Equity Issues and Program Effectiveness Within the Ontario Secondary School System

Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will

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find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations

Between the 1880s and the 1940s, children in English Canada encountered schools and school systems profoundly different from today's. In *How Schools Worked*, R.D. Gidney and W.P.J. Millar map the contours of that world, retrieving it from the obscurity created not only by the passage of time but by fundamental shifts in organization, pedagogical values, and beliefs about the role of public education.

Moving beyond the rhetoric on school reform that marked the period, *How Schools Worked* focuses squarely on schooling itself. How many children went to elementary or secondary school, how often, and for how long? What was the range of their educational attainments? How were their patterns of attendance influenced by social class, gender, and where they lived? What and how were they taught? How were they assessed and promoted from grade to grade? What were their teachers' qualifications and experience? What were their school buildings like? Who paid the bills and how much did they pay? How well or badly were children and young people served by their schools? And how did answers to these questions change over time? A sympathetic yet critical analysis, *How Schools Worked* is a portrait of a complex enterprise at work. Gidney and Millar offer a rich understanding of the period, a reappraisal of some major debates,

and insights into educational issues that perplex us still.

Individual Education Plans : Standards for Development, Program Planning, and Implementation

A Provincial Analysis

Arabs in America

A Foreword to the Future

Dissertation Abstracts International

The Role of Interschool Sports Programs in Ontario Secondary Schools

Improving Large-scale Assessment in Education

This study examined programming 'effectiveness' within Ontario secondary schools to determine how well adolescents with Asperger's Syndrome (AS) are being prepared for their transition to adulthood. More specifically, this research questioned whether education, as a site of social learning, enables youth with AS to obtain a positive identity and set of skills to prepare them for life beyond high school. Through the analysis of interviews conducted with two samples (one sample being high school graduates with AS, the other were professionals working in the field of Autism Spectrum Disorders), this study serves to report on, and open up a space for, research about AS within the social considerations of educational settings. This study attempted to show where educational programming can nurture adolescents with AS, however, the purpose of this inquiry was based upon the assumption that secondary school education may not be doing enough to prepare these students for the reality of adulthood. Through the analysis of varied programming measures used within Ontario secondary schools (specifically in areas of special education) this study's foundational assumptions were confirmed, and accordingly, several issues have been proposed for further investigation.

Are the sweeping changes to Ontario's education system introduced under the Harris government bad or wrong? Gidney places them in

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context, charting the major landmarks and debates that have washed over the educational landscape in Ontario from the 1950s.

Secondary/post-secondary Interface Study

Phase 4 Report

For the Ontario Ministry of Education. Phase 2 report

Response to the Report of the Commission on Post-Secondary Education in Ontario

Assessment of Student Achievement

Year Book...

Equity and Quality in Education Supporting Disadvantaged Students and Schools

The Ontario Reorganized Secondary School Program was announced in 1997 with the goals of improving student learning, academic achievement, and graduation rates, and facilitating the transition of students to post-secondary destinations. The Program included introduction of a four-year course of studies to replace the previous five-year program, resulting in a double cohort of students in 2003-04. This report presents the findings from the fourth phase of the double cohort study, which was designed to examine the effect of the double cohort and the Reorganized Program on future college & university enrolments, and to study in depth the factors affecting student progress & secondary school graduation rates over the first five cohorts of the Reorganized Program. After an introduction on the research method, chapter 2 presents information on student achievement & progress toward graduation. Chapter 3 addresses course offerings

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and delivery aspects of the Program's implementation in schools. Chapter 4 contains information on educational issues, such as the role of external factors & individuals in student educational & career planning. Chapter 5 presents information on school-to-work programming and chapter 6 describes changes in post-secondary education enrolments, age cohort projections, university & college enrolments, sources of students, who goes to college, and projections of enrolments in both sets of institutions. The last chapter is in French and presents student achievement & course enrolment information for francophone students & the results for students involved in a survey from a sample of French schools. Copies of survey questionnaires are appended.

A collection of the theories, practices, and policies of vocational education and training written by international experts The Wiley Handbook of Vocational Education and Training offers an in-depth guide to the theories, practices, and policies of vocational education and training (VET). With contributions from a panel of leading international scholars, the Handbook contains 27 authoritative essays from a wide range of disciplines. The contributors present an integrated analysis of the complex and dynamic field of VET. Drawing on the most recent research, thinking, and practice in the field, the book explores the key debates about the

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role of VET in the education and training systems of various nations. The Handbook reveals how expertise is developed in an age of considerable transformation in work processes, work organization, and occupational identities. The authors also examine many of the challenges of vocational education and training such as the impact of digital technologies on employment, the demand for (re)training in the context of extended working lives, the emergence of learning regions and skill ecosystems, and the professional development of vocational teachers and trainers. This important text: Offers an original view of VET ' s role in both the initial and continuing development of expertise Examines the theories and concepts that underpin international perspectives and explores the differences about the purposes of VET Presents various models of learning used in VET, including apprenticeship, and their relationship with general education Explores how VET is shaped in different ways by the political economy of different countries Reviews how developments in digital technologies are changing VET practice Discusses the challenges for universities offering higher vocational education programs Draws on both recent research as well as historical accounts Written for students, researchers, and scholars in the fields of educational studies, human resource development, social policy, political economy, labor market economics, industrial

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relations, sociology, The Wiley Handbook of Vocational Education and Training offers an international perspective on the topic of VET.

Employment Information Series

Public Education in English Canada, 1900-1940

A Survey of the Assessment of Student Achievement in Ontario

The Reshaping of Ontario's Schools

The Rise of the High School in Nineteenth-Century Ontario

This is the second phase of a study that focusses on the impact of Ontario's restructured secondary school program on student applications to universities & colleges in 2003. The study involves tracing students enrolled in grade 9 in Ontario secondary schools in 1998, 1999, & 2000 through an analysis of their marks, credits obtained, and responses to surveys administered in the school years 2000/01 & 2001/02. After an introduction on the research, part 2 describes the school sample & the students who participated in the surveys. Part 3 establishes a historical context for the double cohort formed due to elimination of grade 13 with an estimate of the flow of students through from grade 9 to post-secondary destinations. Part 4 addresses aspects of the implementation of the reorganized program including enrollments, factors influencing course selection & career aspirations, course offerings & selection, school-to-work experiences, course delivery, and student achievement. Part 5 presents the results for the francophone students involved in the surveys from the French school sample. Part 6 discusses the role

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that external factors play in students' post-secondary planning. The final two parts analyze college & university applications & registrations and estimate the need for enrollments in 2003. Appendices include tabulations of the survey data.

Large-scale assessments (LSAs) play a growing role in education policy decisions, accountability, and education planning worldwide. This book focuses on central issues that are key components of successful planning, development and implementation of LSAs. The book's main distinction is its focus on practice-based, cutting-edge research. This is achieved by having chapters co-authored by world-class researchers in collaboration with measurement practitioners. The result is a how-to book whose language is accessible to practitioners and graduate students as well as academics. No other book so thoroughly covers current issues in the field of large-scale assessment. An introductory chapter is followed by sixteen chapters that each focus on a specific issue. The content is prescriptive and didactic in nature but based on the most recent scientific research. It includes successful experiences, exemplary practices, training modules, interesting breakthroughs or alternatives, and promising innovations regarding large-scale assessments. Finally, it covers meaningful topics that are currently taking center stage such as motivating students, background questionnaires, comparability of different linguistic versions of assessments, and cognitive modeling of learning and assessment.