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Board Governance Policy Cross Reference: [1, 7, 12](#)

Administrative Procedures Cross Reference:

[Appropriate Educational Programming and Inclusion](#)

Form Cross Reference:

Legal/Regulatory Reference:

Early learning experiences are linked with school achievement, emotional and social well

4. Program targets
 - a. By the end of Kindergarten, students will:
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- b. In September, all Grade 1 students will be assessed for beginning reading skills using the RGR First Grade Foundational Skills Survey (FSS1).
- c. The FSS1 will be used to assess student progress again in January and May, for students who continue to work toward proficiency in the beginning reading skills described above (Section: Program, 4b).
- d. The PM Benchmark will be used only after proficiency in the foundational skills has been demonstrated by the student; that is, when the student achieves a score of 95% or higher on the FSS1. The PM Benchmark assesses reading accuracy, fluency and comprehension.
- e. Students who score far below benchmark on the FSS1, when tested in September and May, will be assessed using the RGR Phonological Awareness Survey. This information will support teachers in planning for explicit phonemic awareness instruction, which is an essential underpinning of successful decoding.
- f. Summary data will be entered into the RGR Grouping Matrix and Clevr Way Spelling Inventories.
- g. Summary data will be entered into the RGR Grouping Matrix and Clevr.

3. Grade 2

- a. In September of each school year, all Grade 2 students will be assessed for knowledge of letter sounds and names using the RGR Letter Knowledge Survey. Students who score below 100% in September, will receive direct, explicit instruction in letter names and sounds, and their skill development will be monitored regularly. In May, these students will be reassessed, using the RGR Letter Knowledge Survey.
- b. In September, all Grade 2 students will be assessed for beginning reading skills, using the RGR End of Year First Grade Foundational Skills Survey (FSS1).
- c. The RGR Diagnostic Decoding Surveys (DDS) will be used to assess student reading skills in January and May, for students who have not yet gained proficiency in the foundational

4. Data collection and retention
 - a. Summary results of all EYE-TA, Really Great Reading, and Words Their Way assessments will be gathered and collated centrally through Clevr by the Literacy Support Teacher and Program Support Curriculum.
 - b. Full assessments
 - c. Data will be triangulated with other data sources such as report card marks and anecdotal observations.
5. Data Flow

