

Ministry of Education

Ministère de l'Éducation

Curriculum, Assessment and
Student Success Policy Branch

Direction des politiques sur le Curriculum,
l'évaluation et la réussite des élèves

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May 15, 2024

Beth Mai
Chair of the Board
Thames Valley District School Board
1250 Dundas Street
London ON N5W 5P2

Dear Beth Mai,

Thank you for your letter on behalf of your board on the topics of early reading screening and reporting. I appreciate your input and the intentional focus of the Thames Valley District School Board in implementing early reading screening with a focus on enhancing student literacy.

The ministry remains committed to implementing its focus on literacy, informed by the recommendations from the Ontario Human Rights Commission's Right to Read inquiry report. Over \$95M in funding is being invested in 2024-2025 to support school boards in their work related to literacy and early reading, including funding for early reading screening tools, licenses for reading programs and interventions, education staff to support reading interventions, and expert-developed resources and training materials.

I appreciate the Thames Valley District School Board's focus on ensuring fulsome implementation of early reading screening, including the considerations on how to best support all students in the board, such as multilingual learners, Indigenous students and students with special education needs. [PPM168: Reading Instruction and Early Reading Screening](#), outlines the policies for early reading screening, and includes considerations on and effective practices to support these students.

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In regards to your comments related to reporting student achievement in reading, the new elementary Language and French curriculum organizes language and literacy learning into four strands, or broad areas of learning. The knowledge and skills described in the four strands are interdependent and complementary. Teachers are expected to plan learning that blends expectations from the four strands, to provide students with experiences that promote meaningful learning and help students recognize how literacy skills within the four strands reinforce and strengthen each other.

To foster a cohesive approach to both instruction and assessment across the elementary Language and Français curriculum, achievement is to be reported as one overall grade or mark, with supporting comments. These comments should be based on the learning expectations that have been accounted for in instruction and assessment, and reflect specific feedback and reflections on how each learner demonstrates their achievement of the expectations. This includes the opportunity to provide specific feedback on each student's achievement and development in reading.

Thank you again for writing. I would like to take this opportunity to thank you and your board for your ongoing commitment to support and inspire Ontario students.

Sincerely,



Mishaal Surti
Director
Curriculum, Assessment and Student Success Policy Branch
Ministry of Education