

Ontario Student Achievement

English-Language Students



EQAO's Provincial Elementary School Report on the Results of the 2009–2010 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6)

Education Quality and
Accountability Office



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Message from the Chair

Few would disagree that, in our increasingly knowledge-based world, the life pathways of our students—and the social, cultural and economic future of our society as a whole—depend more than ever on the quality of our education system. That is why an important part of our work as an agency is to investigate and report on academic trends relative to reliable snapshots of student skills and achievement. One such trend is the shift in skills that young people need to develop during their school years in order to participate effectively and successfully in the world and workplace of the 21st century.

A set of 21st-century skills have been identified by two major Canadian institutions, the Conference Board of Canada and the Ontario Ministry of Training, Colleges and Universities, as employability or essential or basic literacy skills. These crucial skills can be organized into six categories: numeracy; communication; critical thinking and problem solving; personal; interpersonal; and information management, technology and information systems.

In developing EQAO's strategic directions to 2014, the Board of Directors has committed our organization to determining which numeracy and literacy data gathered through EQAO's Grade 9 Assessment of Mathematics and Ontario Secondary School Literacy Test (OSSLT) provide insights into the acquisition of 21st-century skills. A close examination of the data has indicated that there is in fact a strong link between these tests and many of the learning outcomes associated with three of the 21st-century-skill categories: numeracy, communication, and critical thinking and problem solving. This year, we have begun to report secondary school results in relation to these 21st-century skills and are planning to report elementary school results in the same manner next year.

Further, the results of our new ability to track the achievement of individual students as they progress in math from Grade 3 to Grade 6 to Grade 9 remind us of the importance of early success to later success and of the need for constant vigilance and support for those who show signs of struggling early in their schooling. That is why EQAO will continue to track the vital relationship between elementary and secondary school achievement.

I am proud of the work EQAO is doing and how the agency continues to evolve as a leader in large-scale assessment and as a source of reliable and objective data on how Ontario's young people are being prepared for learning, work and the rest of life.

In that context I am pleased, as Chair of EQAO's Board of Directors, to present the results of the 2009–2010 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6). I believe this important elementary school report—and the corresponding secondary school report on the results of the Grade 9 Assessment of Mathematics and the OSSLT—provide significant indicators of the public education system's collective success in delivering key aspects of the education required to build successful futures in the 21st century. By providing an independent gauge of how our students are doing in reading, writing and mathematics in relation to *The Ontario Curriculum's* expectations at critical stages in their education, EQAO results continue to act as a catalyst for increasing the success of Ontario students, which has translated into positive outcomes for thousands more young people across the province.

One of the most gratifying aspects of my work with the Board of Directors has been the opportunity to witness first-hand the degree to which educators across the province have embraced data-based decision making and have leveraged provincial, regional and local data to drive instructional practice, inform improvement planning and, ultimately, enhance student achievement. Parents are likewise embracing EQAO data as a key support to their critical role as education partners.

I am confident that, working together, we are building brighter futures for our young people and for all members of our society. We at EQAO remain committed to playing a vital role and supporting students, educators and parents as partners in one of the finest education systems in the world.



Brian L. Desbiens
Chair, Board of Directors

A handwritten signature in dark ink that reads "Brian Desbiens". The signature is fluid and cursive, with the first name "Brian" being more prominent than the last name "Desbiens".

Brian L. Desbiens
Chair, Board of Directors

Message from the CEO

On behalf of EQAO, I am pleased to present the results of the 2009–2010 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6).

This year's results indicate that Ontario's elementary school students have made notable improvements in reading, writing and mathematics over the past five years. The percentage of students meeting or exceeding the standard in Grade 3 has increased by three percentage points in mathematics, to 71%, and by six percentage points in writing, to 70%. The number of students at or above the standard in Grade 6 has increased by eight percentage points in reading, to 72%, and by nine percentage points in writing, to 70%. This is certainly progress worth celebrating. However, it should also be noted that the reading achievement of students in Grade 3 and the mathematics achievement of students in Grade 6 require further attention and system interventions.

The importance of these data as a foundation for local, regional and system-wide improvement planning is demonstrated through our ability, for the first time this year, to track individual student progress in mathematics from Grade 3 to Grade 6 to Grade 9. This student tracking underscores the critical importance of early academic achievement as a foundation for later learning. Consider some key findings:

- Of the 53 532 students enrolled in the Grade 9 academic mathematics course in 2010 who had met the standard in both Grade 3 and Grade 6, 91% (48 807) met it again in Grade 9.
- On the other hand, of the 7359 students enrolled in the Grade 9 academic mathematics course in 2010 who had met the standard in neither Grade 3 nor Grade 6, only 51% (3778) met it in Grade 9.
- Similarly, of the 5603 students enrolled in the Grade 9 applied mathematics course in 2010 who had met the standard in both Grade 3 and Grade 6, 75% (4198) met it again in Grade 9.
- Meanwhile, of the 14 716 students enrolled in the Grade 9 applied mathematics course in 2010 who had met the standard in neither Grade 3 nor Grade 6, only 29% (4236) met it in Grade 9.

These results demonstrate how students who meet the provincial standard early in their schooling are most likely to maintain their high achievement in secondary school. On the other hand, students who do not meet the provincial standard early on are most likely to struggle in later grades. However, student tracking has also revealed how early identification and support for struggling students can make all the difference.

For the first time, the results of the Grade 9 Assessment of Mathematics are being reported in EQAO's 2009–2010 provincial secondary school report, along with the results of the Ontario Secondary School Literacy Test. Through its reports, EQAO provides parents, educators, students and the public with independent, objective evidence of how well our children are meeting the literacy and math expectations in *The Ontario Curriculum*. EQAO data continue to serve as an important component of the evaluation of student achievement that adds to the rich information available at the school and board levels, where educators and parents make a difference every day.

We are pleased once again to highlight in this report schools across Ontario that have demonstrated progress on their own journey of learning. These schools have in common strong educational leadership, committed and engaged staff, a reliance on the use of data for evidence-based decision making, and a commitment to the success of every student.

We are proud of the role EQAO continues to play in helping educators across the province strive for excellence, in increasing the accountability of Ontario's publicly funded education system and in offering Ontarians a high-quality assessment program that is recognized and respected around the world.



Marguerite Jackson
Chief Executive Officer



Marguerite Jackson
Chief Executive Officer

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Results at a Glance:
Primary and Junior Divisions

Results at a Glance

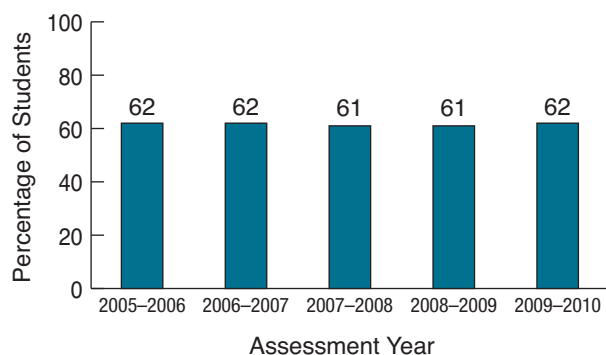
PRIMARY DIVISION

Percentage of All Grade 3 Students at or Above the Provincial Standard over Time*

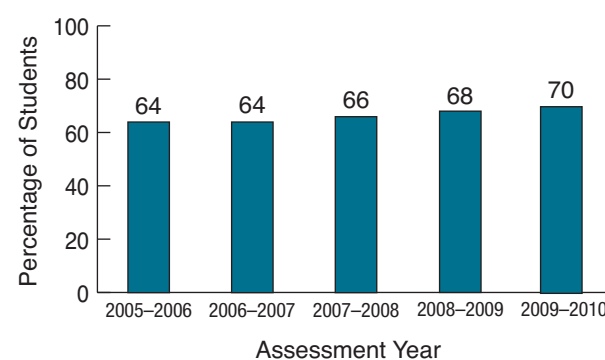
	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
	# = 132 782	# = 131 012	# = 128 660	# = 125 481	# = 127 789
READING	62%	62%	61%	61%	62%
WRITING	64%	64%	66%	68%	70%
MATHEMATICS	68%	69%	68%	70%	71%

* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

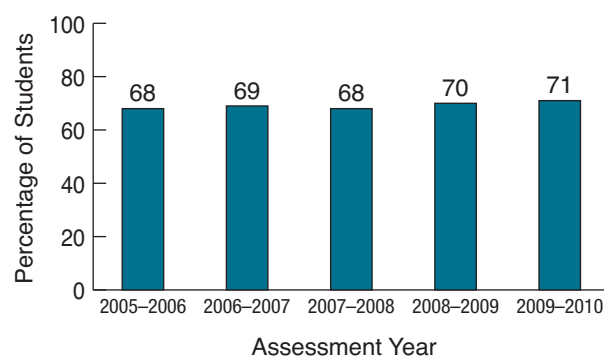
Reading



Writing



Mathematics



Observations

- Over the past five years, the percentage of Grade 3 students performing at or above the provincial standard has increased by six percentage points in writing and three percentage points in mathematics. Performance in reading has remained relatively stable.
- There has been an increase of two percentage points since last year in the percentage of Grade 3 students performing at or above the provincial standard in writing (to 70%).
- The percentages of students performing at or above the provincial standard in reading and mathematics have each increased by one percentage point since last year (to 62% and 71%, respectively).

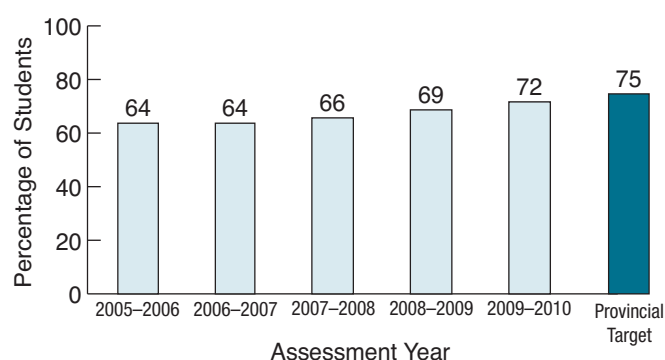
JUNIOR DIVISION

Percentage of All Grade 6 Students at or Above the Provincial Standard over Time*

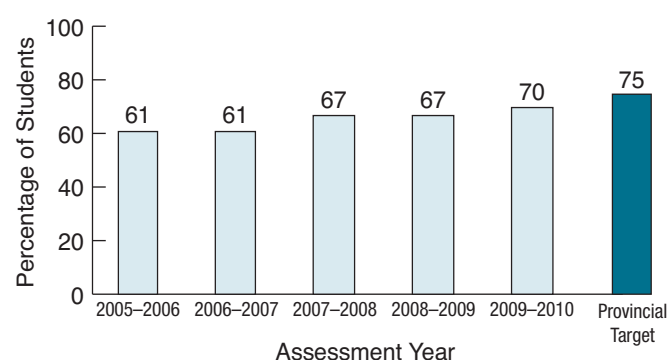
	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
	# = 146 711	# = 145 901	# = 140 420	# = 136 076	# = 134 294
READING	64%	64%	66%	69%	72%
WRITING	61%	61%	67%	67%	70%
MATHEMATICS	61%	59%	61%	63%	61%

* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

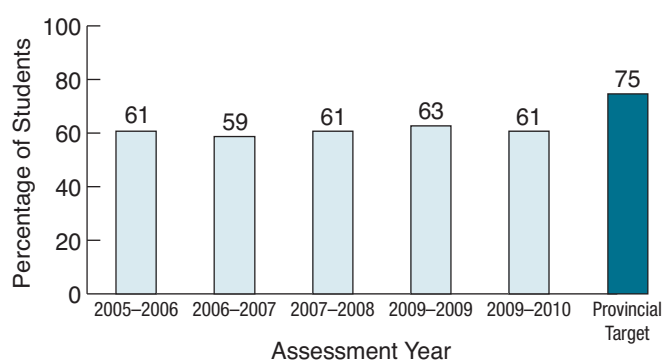
Reading



Writing



Mathematics



Observations

- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard has increased by eight percentage points in reading and nine percentage points in writing. Performance in mathematics has remained relatively stable.
- There has been an increase of three percentage points since last year in the percentages of students performing at or above the provincial standard in reading and writing (to 72% and 70%, respectively).
- There has been a decrease of two percentage points since last year in the percentage of students performing at or above the provincial standard in mathematics (to 61%).

COHORT TRACKING FROM GRADE 3 TO GRADE 6

Tracking Student Progress from Assessment to Assessment

EQAO now regularly tracks the achievement of individual students as they progress from one provincial assessment to the next. This page compares the junior-division assessment results of students who were in Grade 6 in 2010 with their results on the primary-division assessment when they were in Grade 3 in 2007.

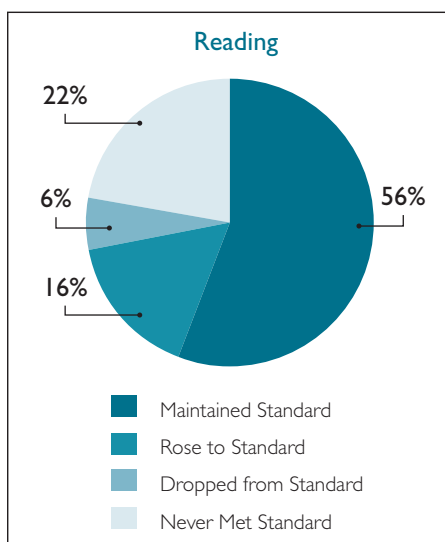
The progress of students as they moved from Grade 3 to Grade 6 has been illustrated by pie charts that are divided into four categories to reflect the four possible ways students can progress from one assessment to the next:

- **Maintained Standard**—Met the provincial standard in both Grade 3 and Grade 6
- **Rose to Standard**—Did not meet the standard in Grade 3 but met it in Grade 6
- **Dropped from Standard**—Met the standard in Grade 3 but did not meet it in Grade 6
- **Never Met Standard**—Met the standard in neither Grade 3 nor Grade 6

Note: Numbers have been rounded off to the nearest decimal.

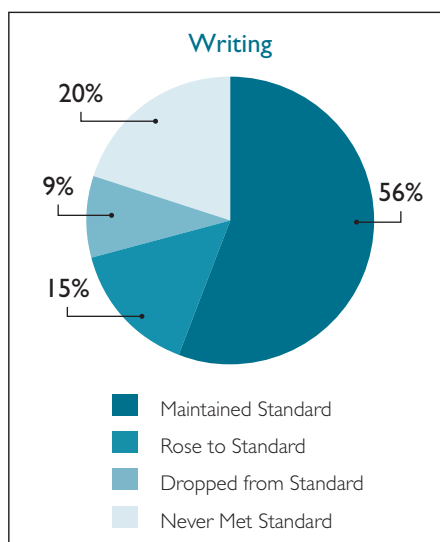
Progress in Achievement from Grade 3 in 2007 to Grade 6 in 2010

There were 134 294 Grade 6 students in 2010. The pie charts below show the performance of the Grade 6 students who also wrote the language and math components of the provincial assessment in Grade 3 in 2007. The number of students whose results were available for each component of the two assessments (including those who participated, were exempted or did not provide enough work to be scored) is indicated below each pie chart.



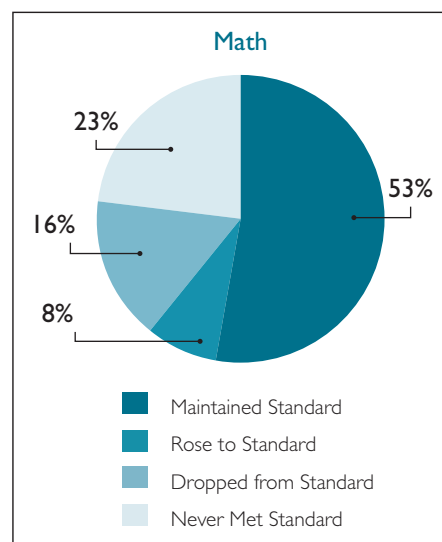
The reading results for the 119 252 students in the cohort are as follows:

- **56%** (67 283) met the provincial standard in Grade 3 and Grade 6;
- **16%** (19 353) did not meet the standard in Grade 3 but met it in Grade 6;
- **6%** (6 940) met the standard in Grade 3 but did not meet it in Grade 6 and
- **22%** (25 676) met the standard in neither Grade 3 nor Grade 6.



The writing results for the 119 321 students in the cohort are as follows:

- **56%** (66 990) met the provincial standard in Grade 3 and Grade 6;
- **15%** (17 542) did not meet the standard in Grade 3 but met it in Grade 6;
- **9%** (10 676) met the standard in Grade 3 but did not meet it in Grade 6 and
- **20%** (24 113) met the standard in neither Grade 3 nor Grade 6.



The mathematics results for the 122 466 students in the cohort are as follows:

- **53%** (65 135) met the provincial standard in Grade 3 and Grade 6;
- **8%** (9 809) did not meet the standard in Grade 3 but met it in Grade 6;
- **16%** (19 767) met the standard in Grade 3 but did not meet it in Grade 6 and
- **23%** (27 755) met the standard in neither Grade 3 nor Grade 6.

Trends: Primary Division

Trends: Primary Division

CONTEXTUAL INFORMATION

The following demographic information, participation rates and questionnaire results provide a context for interpreting the province-wide results over time. These data are derived from information provided by the school and from the student, teacher and principal questionnaires.

Demographic Information and Participation Rates over Time

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
All Grade 3 students	# = 132 782	# = 131 012	# = 128 660	# = 125 481	# = 127 789
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
STUDENT STATUS*					
English language learners†	6%	8%	8%	9%	9%
Students with special education needs (excluding gifted)†	12%	13%	13%	15%	15%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡					
First language learned at home was other than English	18%	17%	20%	22%	21%
Speak only or mostly English	79%	79%	80%	79%	73%
Speak another language (or other languages) as often as English	12%	12%	12%	12%	16%
Speak only or mostly another language (or other languages)	8%	8%	8%	8%	10%
PLACE OF BIRTH*					
Born outside Canada	10%	11%	11%	11%	10%
In Canada less than one year	1%	1%	1%	1%	1%
In Canada one year or more but less than three years	2%	2%	2%	2%	2%
In Canada three years or more	6%	6%	7%	7%	6%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading§	94%	95%	95%	95%	96%
Students participating in writing§	94%	95%	96%	96%	97%
Students participating in mathematics§	95%	95%	96%	96%	97%

* Contextual data pertaining to gender, student status, language learned at home and place of birth are provided by schools and/or boards through the Student Data Collection process.

† See the Explanation of Terms.

‡ With the exception of first language learned at home, data pertaining to the language spoken at home by the student are gathered from the Student Questionnaire.

§ Some Grade 3 French Immersion students did not write all components of the assessment; the percentages shown are based on the number of students who were expected to write each component.

Observations

- Over the past five years, the characteristics of the Grade 3 cohort have remained relatively stable. However, during the same period, the following changes have occurred:
 - The percentage of English language learners has increased by three percentage points.
 - The percentage of students with special education needs has increased by three percentage points.
 - The percentage of students whose first language learned at home was other than English has increased by three percentage points.
 - The percentage of students who speak only or mostly English at home has noticeably decreased by six percentage points.
- Since last year, the percentage of Grade 3 students who speak another language (or other languages) as often as English has increased by four percentage points, and the percentage of students who speak only or mostly another language (or other languages) has increased by two percentage points.
- Over the past five years, the percentage of Grade 3 students participating in the assessment has increased by two percentage points in reading and mathematics (to 96% and 97%, respectively) and three percentage points in writing (to 97%).

The following tables provide results from a sample of questionnaire items completed by the students during the 2009–2010 administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions. This year, revised versions of the questionnaire were administered for the first time. For the items that remained mostly the same as in previous years, the tables provide data over time. For the new items, the data are provided for this year only. Each percentage in the tables is based on the total number of students who completed the questionnaire. For the full questionnaire results for the province, visit the EQAO Web site, www.eqao.com, under the “School, Board and Provincial Results” heading. The full questionnaire results will be available September 29, 2010.

Student Questionnaire Results

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 students who completed the questionnaire*	Female					Male				
	# = 61 875	# = 61 379	# = 60 168	# = 58 867	# = 60 511	# = 63 734	# = 63 145	# = 62 460	# = 60 963	# = 62 514
ATTITUDES TOWARD MATHEMATICS										
Percentage of students who answered “most of the time” to the following statements:										
I am good at mathematics.†	46%	46%	45%	46%	47%	61%	61%	60%	60%	51%
I like mathematics.†	56%	54%	55%	57%	49%	62%	60%	61%	61%	51%
I am able to answer difficult mathematics questions.	n/a	n/a	n/a	n/a	23%	n/a	n/a	n/a	n/a	29%
I try to do my best when I do mathematics activities in class.	n/a	n/a	n/a	n/a	90%	n/a	n/a	n/a	n/a	85%
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM										
Percentage of students who indicated that they used the following resources “sometimes” or “most of the time” during mathematics activities at school:										
A calculator†	71%	67%	68%	66%	68%	67%	65%	63%	64%	65%
A computer to learn mathematics†	66%	65%	66%	65%	62%	63%	62%	62%	61%	58%
Manipulatives (e.g., base ten blocks, tiles)	n/a	n/a	n/a	n/a	93%	n/a	n/a	n/a	n/a	83%

* Includes only those students for whom gender data were available.

† From 2005–2006 to 2008–2009, the response options for these items were “yes,” “sometimes” and “no.” The percentages given are based on the number of students who answered “sometimes” or “yes.” In 2010, the response options changed to “most of the time,” “sometimes” and “never.” The percentages given are based on the number of students who answered “sometimes” or “most of the time.” Please note that the wording and layout of the questions also changed slightly in 2010.

n/a: Results are not available for this question, as it was not asked in the year in question.

Observations

- Over the past five years, a larger percentage of male than female students have responded “most of the time” to each of the following: “I am good at mathematics” and “I like mathematics.”
- In 2009–2010, the differences between the percentages of female and male students who responded “most of the time” to the statements related to attitudes toward mathematics were small. However, a larger percentage of male than female students responded “most of the time” to these statements, with the exception of the final one: a larger percentage of female than male students indicated that “most of the time” they try to do their best when doing mathematics activities in class, although the percentage of students of both genders who responded this way was large.
- There was a large difference between the percentage of students indicating that they were good at mathematics “most of the time” and the percentage of students who indicated that they were able to answer difficult mathematics questions “most of the time.”
- A fairly large percentage of female and male students indicated that they used the resources listed in the table above “sometimes” or “most of the time” during mathematics activities at school.

Student Questionnaire Results *continued*

		2009–2010	
Grade 3 students who completed the questionnaire*		Female # = 60 511	Male # = 62 514
LEARNING STRATEGIES USED IN MATHEMATICS			
Percentage of students who indicated that they do the following “most of the time” when they are working on a mathematics problem:†			
I read over the whole problem first to make sure I know what I am supposed to do.	75%	65%	
I ask for help if I do not understand the problem.	51%	42%	
I think about the steps I will use to solve the problem.	49%	47%	
I check my work for mistakes.	54%	45%	
I check my answer to see if it makes sense.	64%	56%	
OUT-OF-SCHOOL ACTIVITIES			
Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:‡			
I read by myself.	64%	50%	
I play video games.	18%	55%	
I use the Internet.	39%	44%	
Percentage of students who indicated that they do the following at least once a week when they are not at school:§			
I participate in sports or other physical activities.	76%	80%	
I participate in art, music, dance or drama activities.	63%	39%	
I participate in after-school clubs.	26%	25%	

* Includes only those students for whom gender data were available.

† The other response options were “never” and “sometimes.”

‡ The other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

§ The percentages are based on the number of students who answered “1 to 3 times a week” or “every day or almost every day.” The other response options were “never” and “1 or 2 times a month.”

Observations

- A larger percentage of female than male students indicated that they used the learning strategies indicated in the table above “most of the time” while working on a mathematics problem. The difference between the percentages of female and male students responding “most of the time” to the statement “I think about the steps I will use to solve the problem” was the smallest.
- The out-of-school activity that female students most frequently reported doing “every day or almost every day” was reading by themselves, while for male students it was

playing video games. The out-of-school activity male and female students most frequently reported doing at least once a week was participating in sports or other physical activities. An equivalent percentage of female and male students indicated participating in after-school clubs at least once a week; the largest difference between the genders was for participating in artistic activities.

Student Questionnaire Results *continued*

		2009–2010	
Grade 3 students who completed the questionnaire*		Female # = 60 511	Male # = 62 514
MATERIALS READ OUTSIDE SCHOOL			
Percentage of students who indicated that they read the following “every day or almost every day” when they are not at school:‡			
Stories or novels		54%	41%
Comics or graphic novels		15%	27%
Books, newspapers, magazines or websites for information		30%	25%
E-mail, text or instant messages		17%	16%
Other things		47%	43%
PARENTAL INVOLVEMENT			
Percentage of students who indicated that they do the following “every day or almost every day” with a parent, guardian or another adult who lives with them:†			
We talk about the mathematics work I do in school.		30%	24%
We talk about the activities I do in school.		51%	40%
We read together.		23%	19%
We look at my school agenda.		56%	53%
We use a computer together.		13%	13%
SCREEN TIME			
Percentage of students who indicated that they normally watch “4 programs or more” on TV on a school day:‡			
	Before school	6%	14%
	After school	49%	57%
NUMBER OF SCHOOLS ATTENDED			
	Only this school or 1 other school	80%	80%
	2 or 3 other schools	16%	16%
	4 other schools or more	4%	4%

* Includes only those students for whom gender data were available.

† The other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

‡ The other response options were “0 programs,” “1 program” and “2 or 3 programs.”

Observations

- We observe differences between the percentages of male and female students reporting they engaged in each type of reading “every day or almost every day” except in the case of electronic messages.
- The activity that students most frequently reported doing with their parents “every day or almost every day” was looking at the school agenda and talking about the activities they do in school.
- The percentages of male students who reported watching four TV programs or more before and after school were larger than the corresponding percentages of female students. The percentage of male students indicating that they watched four TV programs or more before school was more than double that of female students.
- Approximately 20% of students indicated that they had attended at least two other schools before their current one.

The following tables provide results from a sample of questionnaire items completed by the teachers during the 2009–2010 administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions. This year, revised versions of the questionnaire were administered for the first time. For the items that remained mostly the same as in previous years, the tables provide data over time. For the new items, the data are provided for this year only. Each percentage in the tables is based on the total number of teachers who completed the questionnaire. For the full questionnaire results for the province, visit the EQAO Web site, www.eqao.com, under the “School, Board and Provincial Results” heading. The full questionnaire results will be available September 29, 2010.

Teacher Questionnaire Results

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 teachers who completed the questionnaire	# = 7270	# = 7849	# = 8608	# = 8613	# = 8598
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year, independently or as a group, to do the following:*					
To identify how well students are meeting curriculum expectations	55%	60%	64%	63%	83%
To identify areas of strength and areas for improvement in elementary programs	68%	76%	79%	78%	86%
To inform planning of elementary programs	50%	59%	66%	67%	76%
Percentage of teachers who indicated that they used sample EQAO student assessments and scoring guides this year, independently or as a group, in the following ways:*					
As a model for designing assessments	n/a	n/a	n/a	n/a	80%
To inform classroom instruction	n/a	n/a	n/a	n/a	89%
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “frequently” or “sometimes” used the following resources for mathematics instruction this year:					
Library or resource-centre mathematics materials (print and audiovisual)†	60%	62%	61%	63%	29%
Mathematics instructional materials that they or other teachers at their school developed†	84%	84%	86%	85%	61%
Mathematics instructional materials that their board or other boards developed†	73%	72%	n/a‡	69%	48%
Mathematics instructional materials that the Ministry of Education developed	n/a	n/a	n/a	n/a	55%
Commercial mathematics instructional materials	n/a	n/a	n/a	n/a	76%
Computer software (e.g., interactive mathematics games)	n/a	n/a	n/a	n/a	38%
Presentation technology (e.g., interactive white board, LCD projector)	n/a	n/a	n/a	n/a	35%

* The wording and format of this question changed slightly in 2010.

† From 2005–2006 to 2008–2009, the response options for these items were “never,” “seldom,” “sometimes” and “often.” The percentages given are based on the number of teachers who answered “sometimes” and “often.” In 2009–2010, the response options changed to “not available,” “never,” “occasionally,” “sometimes” and “frequently.” The percentages given are based on the number of teachers who answered “sometimes” and “frequently.” Please note that the wording and layout of the questions also changed slightly in 2009–2010.

n/a = Results are not available for this question because it was not asked in that year.

‡ Data are not available, due to formatting errors on the questionnaire.

Teacher Questionnaire Results *continued*

	2009–2010
Grade 3 teachers who completed the questionnaire	# = 8598
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM	
Percentage of teachers who indicated that they “frequently” or “sometimes” asked their students to use the following resources during mathematics-related activities this year:*	
Calculators	26%
Concrete manipulatives (e.g., cubes, tiles)	95%
Computer software (e.g., interactive mathematics games)	47%
The Internet (e.g., to access sources of mathematical information or mathematics games)	40%
COMMUNICATION WITH PARENTS AND GUARDIANS	
Percentage of teachers who shared the following with the majority of the parents and guardians of their students at least 2–3 times this year:†	
Learning goals for the class	86%
Assessment strategies for the class	84%
Instructional strategies for their child	88%
Suggestions for what to do at home to support learning	94%
Suggestions for resources to use at home to support learning	90%
Information about their child’s progress	98%

* The other response options were “not available,” “never” and “occasionally.”

† The percentages are based on the number of teachers who responded “2–3 times,” “about once a month,” “about once every 2 weeks” or “at least once a week.” The other response options were “once” and “never.” Between 2 and 3% of responses were blank.

Observations

- In 2009–2010, large percentages (76%–89%) of Grade 3 teachers indicated that they had used EQAO resources for the various purposes indicated in the table.
- In 2009–2010, among all listed in the table, the three types of resources that Grade 3 teachers most frequently reported using for mathematics instruction were commercial instructional materials, materials they or other teachers in their school had developed and materials developed by the Ministry of Education.
- In 2009–2010, nearly all Grade 3 teachers indicated that they “frequently” or “sometimes” asked their students to use concrete manipulatives during mathematics-related activities.
- In 2009–2010, on average, nearly half of Grade 3 teachers indicated that they had “frequently” or “sometimes” asked their students to use computer software or the Internet during mathematics-related activities, while about a quarter indicated having asked students to use a calculator with the same frequency.
- In 2009–2010, a very large percentage of teachers indicated they shared the information listed in the table above with parents at least two or three times a year.

The following tables provide results from a sample of questionnaire items completed by the principals during the 2009–2010 administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions. This year, revised versions of the questionnaire were administered for the first time. For the items that remained mostly the same as in previous years, the tables provide data over time. For the new items, the data are provided for this year only. Each percentage in the tables is based on the total number of principals who completed the questionnaire. For the full questionnaire results for the province, visit the EQAO Web site, www.eqao.com, under the “School, Board and Provincial Results” heading. The full questionnaire results will be available September 29, 2010.

Principal Questionnaire Results

	2005– 2006	2006– 2007	2007– 2008	2008– 2009	2009– 2010
Principals who completed the questionnaire	# = 3440	# = 3468	# = 3471	# = 3478	# = 3466
USE OF EQAO RESOURCES					
Percentage of principals who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year to do the following:*					
To identify how well students are meeting curriculum expectations	86%	90%	90%	91%	93%
To communicate with parents and guardians about student achievement	76%	77%	78%	77%	83%
To identify what resources are needed and to support their acquisition	71%	75%	73%	71%	77%
To support change in teaching practices	77%	86%	88%	88%	90%
To guide school improvement initiatives	91%	93%	94%	95%	97%
To identify areas of strength and areas for improvement in elementary programs	86%	90%	91%	91%	97%

* The wording and format of this question changed slightly in 2010.

Observation

- Ninety percent or more of principals indicated that they used EQAO data in 2009–2010 to do each of the following:
 - identify how well students were meeting curriculum expectations;
 - support change in teaching practices;
 - guide school improvement initiatives and
 - identify areas of strength and areas for improvement in elementary programs.

Principal Questionnaire Results *continued*

		2009–2010
Principals who completed the questionnaire		# = 3466
EXTENDED LEARNING ACTIVITIES FOR STUDENTS		
Percentage of principals who indicated that their school offered the following “to some extent” or “to a great extent” to students:*		
Extended mathematics activities (e.g., mathematics club, mathematics competition)		37%
Extended science- and technology-related activities (e.g., science fair)		40%
Extended reading activities (e.g., book club, school-wide reading period)		79%
Other extended learning activities (e.g., chess club, concert, trivia challenge, guest speaker)		55%
COMMUNICATION WITH PARENTS AND GUARDIANS		
Percentage of principals who indicated that their school was “successful” or “very successful” in accomplishing the following this year:†		
Helping all parents and guardians understand student learning goals and outcomes		32%
Being responsive to the needs of individual parents and guardians (e.g., flexible meeting times)		83%
Keeping all parents and guardians informed about school activities		84%
PARENTAL ENGAGEMENT IN SCHOOL ACTIVITIES		
Percentage of principals who indicated that parents and guardians of the students at their school did the following “to some extent” or “to a great extent” this year:*		
Participate in school activities for parents, guardians and families		81%
Show support for teachers’ efforts		89%
Volunteer in classroom activities		74%
Work collaboratively with teachers to ensure that students met learning goals		72%

* The other response options were “not at all” and “to a small extent.”

† The other response options were “we struggled with this” and “somewhat successful.”

Observations

- In 2009–2010, reading activities were the type of extended-learning activities that principals most frequently reported having offered to students at their school (79%). This percentage was about double those reporting having offered mathematics and science-related extended-learning activities.
- More than 80% of principals indicated that their school was “successful” or “very successful” in being responsive to individual parents’ needs and keeping all parents informed about school activities. About one-third of principals reported being “successful” or “very successful” when helping all parents understand student learning goals and outcomes.
- Approximately three-quarters or more of principals reported that parents participated “to some extent” or “to a great extent” in the school activities mentioned in the table above.

RESULTS IN READING*

Results for All Grade 3 Students in Reading over Time

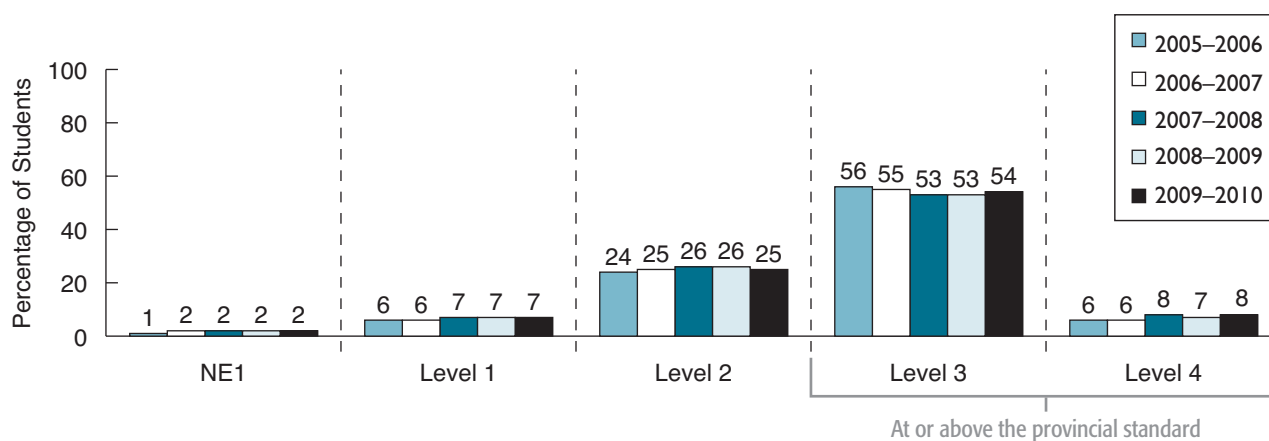
	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
	# = 129 630	# = 127 618	# = 125 088	# = 121 787	# = 123 813
Level 4	6%	6%	8%	7%	8%
Level 3	56%	55%	53%	53%	54%
Level 2	24%	25%	26%	26%	25%
Level 1	6%	6%	7%	7%	7%
NEI†	1%	2%	2%	2%	2%
No Data	1%	1%	1%	1%	1%
Exempt	5%	4%	4%	4%	3%
At or Above the Provincial Standard‡	62%	62%	61%	61%	62%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† See the Explanation of Terms.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Percentage of All Grade 3 Students at Each Level over Time: Reading



Observations

- Over the past five years, the percentage of Grade 3 students performing at or above the provincial standard in reading has remained relatively stable.
- In 2009–2010, there was an increase of one percentage point (to 62%) in the percentage of Grade 3 students performing at or above the provincial standard in reading over the previous year's.

RESULTS IN WRITING*

Results for All Grade 3 Students in Writing over Time

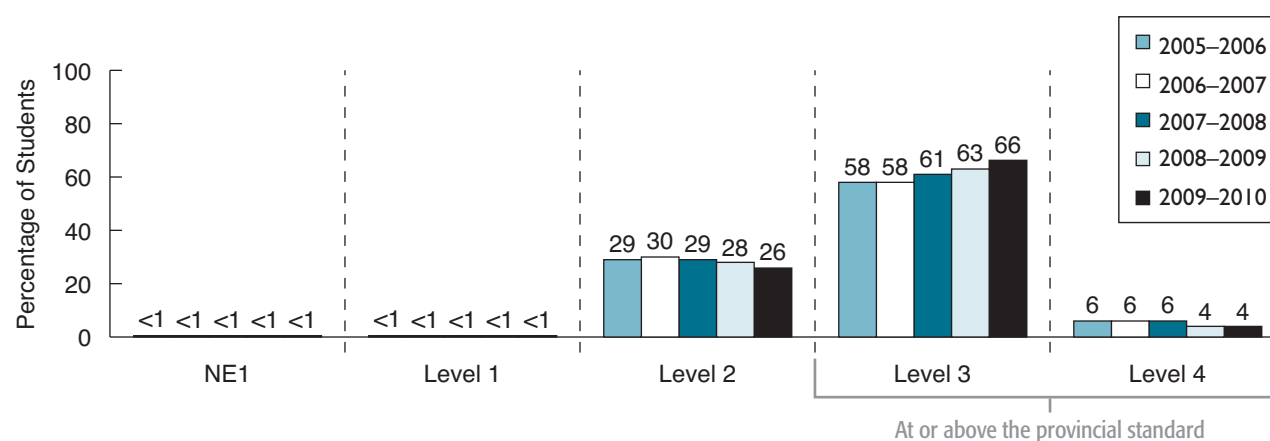
	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
	# = 129 630	# = 127 618	# = 125 088	# = 121 788	# = 123 800
Level 4	6%	6%	6%	4%	4%
Level 3	58%	58%	61%	63%	66%
Level 2	29%	30%	29%	28%	26%
Level 1	<1%	<1%	<1%	<1%	<1%
NEI[†]	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	5%	4%	3%	3%	3%
At or Above the Provincial Standard[‡]	64%	64%	66%	68%	70%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† See the Explanation of Terms.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Percentage of All Grade 3 Students at Each Level over Time: Writing



Observations

- Over the past five years, the percentage of Grade 3 students performing at or above the provincial standard in writing has increased by six percentage points.
- In 2009–2010, there was an increase of two percentage points (to 70%) in the percentage of Grade 3 students performing at or above the provincial standard in writing over the previous year's.

RESULTS IN MATHEMATICS*

Results for All Grade 3 Students in Mathematics over Time

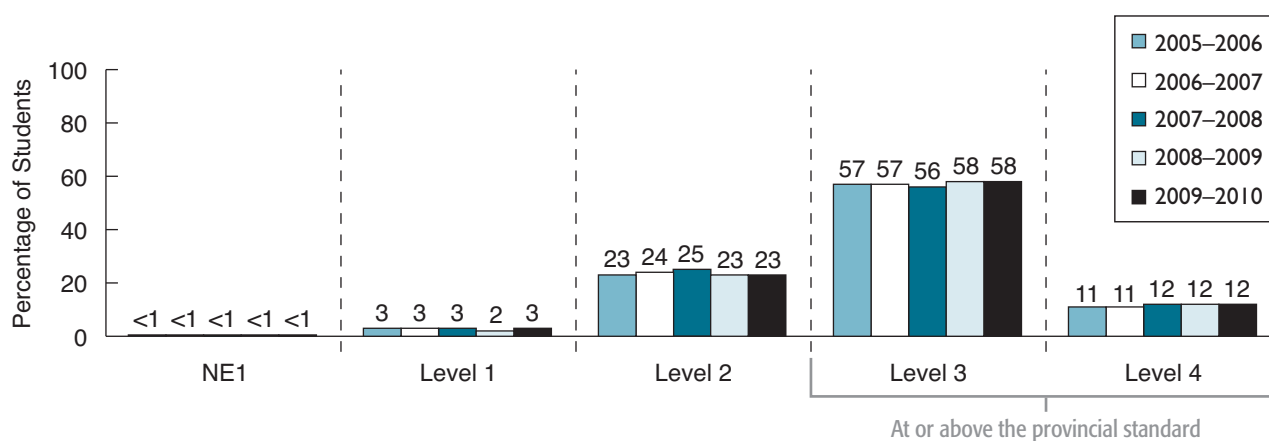
	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
	# = 132 782	# = 130 996	# = 128 659	# = 125 464	# = 127 726
Level 4	11%	11%	12%	12%	12%
Level 3	57%	57%	56%	58%	58%
Level 2	23%	24%	25%	23%	23%
Level 1	3%	3%	3%	2%	3%
NEI[†]	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	4%	3%	3%	3%	3%
At or Above the Provincial Standard[‡]	68%	69%	68%	70%	71%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† See the Explanation of Terms.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Percentage of All Grade 3 Students at Each Level over Time: Mathematics



Observations

- Over the past five years, the percentage of Grade 3 students performing at or above the provincial standard in mathematics has increased by three percentage points.
- In 2009–2010, there was an increase of one percentage point (to 71%) in the percentage of Grade 3 students performing at or above the provincial standard in mathematics over the previous year's.

RESULTS BY GENDER^{*†}

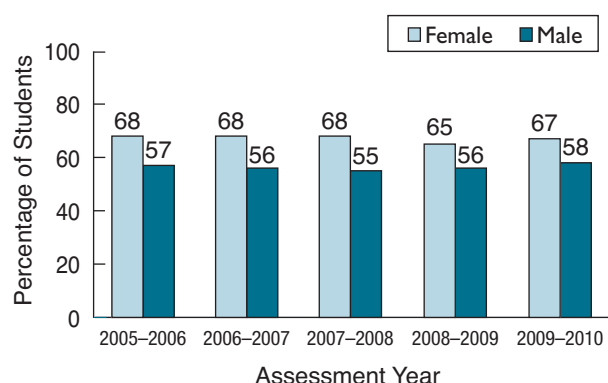
Percentage of All Grade 3 Students at or Above the Provincial Standard over Time

	2005–2006				2006–2007				2007–2008				2008–2009				2009–2010			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	62 836	68%	66 742	57%	61 875	68%	65 728	56%	60 445	68%	64 642	55%	58 888	65%	62 899	56%	60 067	67%	63 745	58%
WRITING	62 836	72%	66 742	56%	61 875	73%	65 728	56%	60 445	74%	64 642	59%	58 889	75%	62 899	61%	60 060	77%	63 739	64%
MATHEMATICS	64 668	68%	68 062	69%	63 821	69%	67 160	68%	62 501	69%	66 157	67%	60 985	72%	64 479	69%	62 307	71%	65 418	71%

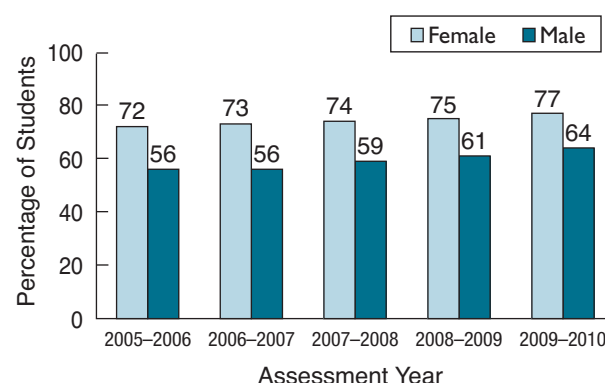
* Results by gender include only those students for whom gender data were available.

† Some Grade 3 French Immersion students did not write all components of the assessment; the percentages shown are based on the number of students who were expected to write each component.

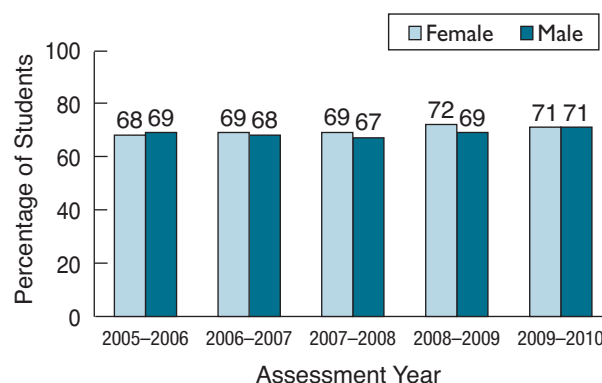
Reading



Writing



Mathematics



Observations

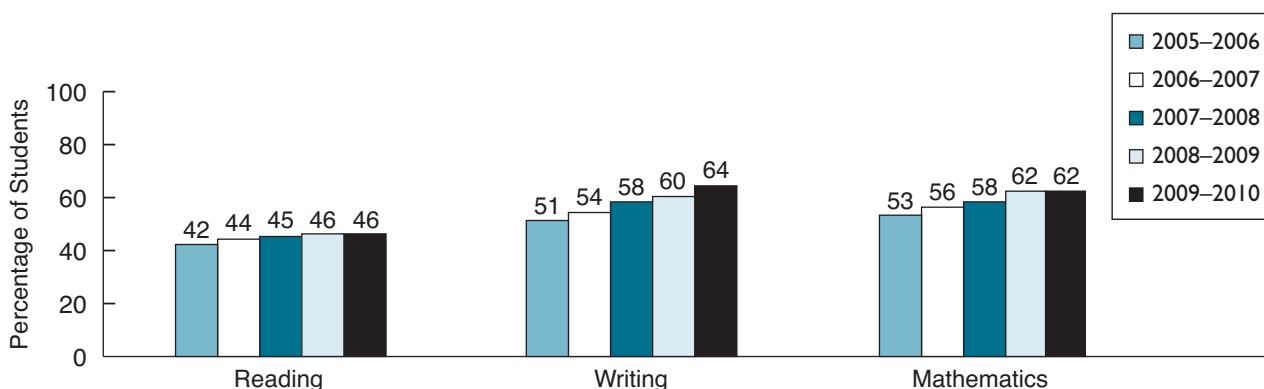
- Over the past five years, the gender gap has been in favour of female students in reading and writing. This year the gap for mathematics closed.
- Since 2007–2008, the gender gap has decreased by four percentage points in reading and two percentage points in writing and mathematics.
- Since 2007–2008, the percentage of male students performing at or above the provincial standard has increased by three percentage points in reading, five percentage points in writing and four percentage points in mathematics.
- In 2009–2010, a larger percentage of female than male Grade 3 students performed at or above the provincial standard in reading (67% versus 58%) and writing (77% versus 64%). An equal percentage of female and male Grade 3 students performed at or above the provincial standard in mathematics (71%).

RESULTS FOR ENGLISH LANGUAGE LEARNERS*

Percentage of All Grade 3 English Language Learners at or Above the Provincial Standard over Time

	2005–2006		2006–2007		2007–2008		2008–2009		2009–2010	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	7770	42%	10 107	44%	9775	45%	11 229	46%	11 921	46%
WRITING	7770	51%	10 107	54%	9775	58%	11 229	60%	11 922	64%
MATHEMATICS	7779	53%	10 116	56%	9848	58%	11 278	62%	11 990	62%

* See the Explanation of Terms.



Observations

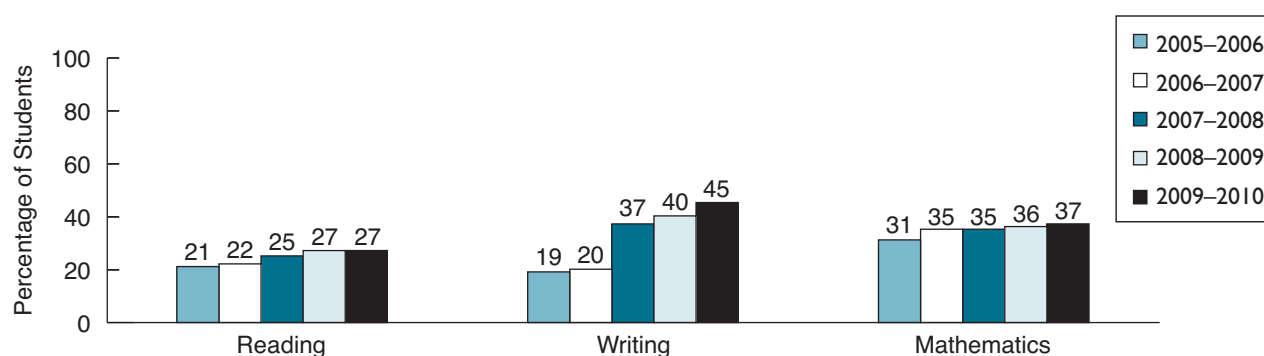
- Over the past five years, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased by four percentage points in reading, 13 percentage points in writing and nine percentage points in mathematics.
- In 2009–2010, the percentage of Grade 3 English language learners performing at or above the provincial standard increased by four percentage points in writing (to 64%) over the previous year's and remained the same in reading and mathematics.
- This year, the improvement in the writing performance of Grade 3 English language learners exceeded that of the Grade 3 population as a whole by two percentage points.

RESULTS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS (EXCLUDING GIFTED)*

Percentage of All Grade 3 Students with Special Education Needs (Excluding Gifted) at or Above the Provincial Standard over Time

	2005–2006		2006–2007		2007–2008		2008–2009		2009–2010	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	15 229	21%	16 501	22%	16 997	25%	18 151	27%	19 234	27%
WRITING	15 229	19%	16 501	20%	16 997	37%	18 151	40%	19 232	45%
MATHEMATICS	15 297	31%	16 572	35%	17 089	35%	18 291	36%	19 338	37%

* See the Explanation of Terms.



Observations

- Over the past five years, the percentage of Grade 3 students with special education needs performing at or above the provincial standard has increased by six percentage points in reading, 26 percentage points in writing and six percentage points in mathematics.
- In 2009–2010, the percentage of Grade 3 students with special education needs performing at or above the provincial standard increased by five percentage points in writing (to 45%) and one percentage point in mathematics (to 37%) over the previous year's. The percentage remained the same for reading (at 27%).
- This year, the improvement in the writing performance of Grade 3 students with special education needs exceeded that of the Grade 3 population as a whole by three percentage points.

Trends: Junior Division

Trends: Junior Division

CONTEXTUAL INFORMATION

The following demographic information, participation rates and questionnaire results provide a context for interpreting the province-wide results over time. These data are derived from information provided by the school and from the student, teacher and principal questionnaires.

Demographic Information and Participation Rates over Time

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
All Grade 6 students	# = 146 711	# = 145 901	# = 140 420	# = 136 076	# = 134 294
GENDER*					
Female	48%	49%	49%	49%	49%
Male	52%	51%	51%	51%	51%
STUDENT STATUS*					
English language learners [†]	4%	5%	5%	6%	6%
Students with special education needs (excluding gifted) [‡]	15%	17%	17%	18%	18%
LANGUAGE SPOKEN AT HOME BY THE STUDENT[‡]					
First language learned at home was other than English	17%	17%	20%	20%	21%
Speak only or mostly English	82%	82%	82%	81%	77%
Speak another language (or other languages) as often as English	11%	12%	12%	12%	15%
Speak only or mostly another language (or other languages)	6%	6%	6%	6%	7%
PLACE OF BIRTH*					
Born outside Canada	11%	12%	12%	13%	13%
In Canada less than one year	1%	1%	1%	1%	1%
In Canada one year or more but less than three years	2%	2%	2%	2%	2%
In Canada three years or more	8%	8%	9%	9%	10%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading	95%	95%	96%	96%	97%
Students participating in writing	95%	95%	96%	96%	97%
Students participating in mathematics	95%	95%	96%	96%	97%

* Contextual data pertaining to gender, student status, language learned at home and place of birth are provided by schools and/or boards through the Student Data Collection process.

† See the Explanation of Terms.

‡ With the exception of first language learned at home, data pertaining to the language spoken at home by the student are gathered from the Student Questionnaire.

Observations

- Over the past five years, the characteristics of the Grade 6 cohort have remained stable overall. However, during the same period, the following changes have occurred:
 - The number of students enrolled in Grade 6 has been declining.
 - The percentage of Grade 6 students who were English language learners has increased by two percentage points.
 - The percentage of Grade 6 students who have special education needs (excluding gifted) has increased by three percentage points.
 - The percentage of Grade 6 students whose first language learned at home was other than English and the corresponding percentage of those who speak another language (or other languages) as often as English have each increased by four percentage points.
 - The percentage of Grade 6 students who speak only or mostly English at home has decreased by five percentage points.
- Over the past five years, the percentage of students participating in the assessment has increased by two percentage points in reading, writing and mathematics (to 97% in each case).

The following tables provide results from a sample of questionnaire items completed by the students during the 2009–2010 administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions. This year, revised versions of the questionnaire were administered for the first time. For the items that remained mostly the same as in previous years, the tables provide data over time. For the new items, the data are provided for this year only. Each percentage in the tables is based on the total number of students who completed the questionnaire. For the full questionnaire results for the province, visit the EQAO Web site, www.eqao.com, under the “School, Board and Provincial Results” heading. The full questionnaire results will be available September 29, 2010.

Student Questionnaire Results

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 6 students who completed the questionnaire*	Female					Male				
	# =	# =	# =	# =	# =	# =	# =	# =	# =	# =
	67 963	68 318	65 925	64 074	63 475	70 817	70 615	68 284	66 216	65 718
ATTITUDES TOWARD MATHEMATICS										
Percentage of students who answered “most of the time” to the following statements:										
I am good at mathematics. [†]	39%	40%	40%	40%	45%	58%	58%	58%	57%	51%
I like mathematics. [†]	38%	37%	37%	38%	37%	53%	52%	51%	51%	44%
I am able to answer difficult mathematics questions.	n/a	n/a	n/a	n/a	23%	n/a	n/a	n/a	n/a	32%
I try to do my best when I do mathematics activities in class.	n/a	n/a	n/a	n/a	88%	n/a	n/a	n/a	n/a	81%
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM										
Percentage of students who indicated that they used the following resources “sometimes” or “most of the time” during mathematics activities at school:										
A calculator [†]	87%	88%	89%	89%	95%	79%	81%	82%	83%	93%
A computer to learn mathematics [†]	52%	53%	52%	51%	45%	48%	47%	48%	47%	42%
The Internet to explore information related to mathematics	n/a	n/a	n/a	n/a	40%	n/a	n/a	n/a	n/a	39%
Manipulatives (e.g., base ten blocks, tiles)	n/a	n/a	n/a	n/a	81%	n/a	n/a	n/a	n/a	74%

* Includes only those students for whom gender data were available.

† From 2005–2006 to 2008–2009, the response options for these items were “yes,” “sometimes” and “no.” The percentages given are based on the number of students who answered “sometimes” or “yes.” In 2009–2010, the response options changed to “most of the time,” “sometimes” and “never.” The percentages given are based on the number of students who answered “sometimes” or “most of the time.” Please note that the wording and layout of the questions also changed slightly in 2009–2010.

n/a: Results are not available for this question, as it was not asked in the year in question.

Observations

- Over the past five years, a larger percentage of male than female students have responded “most of the time” to each of the following: “I am good at mathematics” and “I like mathematics.”
- In 2009–2010, a larger percentage of male than female students responded “most of the time” to the statements related to attitudes toward mathematics, with the exception of the final one: a larger percentage of female than male students indicated that “most of the time” they try to do their best when doing mathematics activities in class, although the percentage of students of both genders who gave this response was large.
- There was a large difference between the percentage of students indicating that they were good at mathematics “most of the time” and the percentage of students who indicated that they were able to answer difficult mathematics questions “most of the time.”

Student Questionnaire Results *continued*

		2009–2010	
Grade 6 students who completed the questionnaire*		Female # = 63 475	Male # = 65 718
LEARNING STRATEGIES USED IN MATHEMATICS			
Percentage of students who indicated that they do the following “most of the time” when they are working on a mathematics problem:†			
I read over the whole problem first to make sure I know what I am supposed to do.	78%	66%	
I ask for help if I do not understand the problem.	57%	47%	
I think about the steps I will use to solve the problem.	40%	38%	
I check my work for mistakes.	39%	33%	
I check my answer to see if it makes sense.	62%	55%	
OUT-OF-SCHOOL ACTIVITIES			
Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:‡			
I read by myself.	56%	39%	
I play video games.	11%	45%	
I use the Internet.	61%	57%	
Percentage of students who indicated that they do the following at least once a week when they are not at school:§			
I participate in sports or other physical activities.	79%	86%	
I participate in art, music, dance or drama activities.	57%	33%	
I participate in after-school clubs.	29%	23%	

* Includes only those students for whom gender data were available.

† The other response options were “never” and “sometimes.”

‡ The other response options were “never,” “I or 2 times a month” and “I to 3 times a week.”

§ The percentages are based on the number of students who answered “I to 3 times a week” or “every day or almost every day.” The other response options were “never” and “I or 2 times a month.”

Observations

- More than 90% of students indicated that they used calculators “sometimes” or “most of the time” during mathematics activities at school. Almost half the students indicated each of the following: that they used a computer to learn mathematics and that they used the Internet to explore information related to mathematics. About three-quarters of the students indicated they used manipulatives.
- A larger percentage of female than male students indicated that they used the learning strategies in the table while working on a mathematics problem “most of the time.” The difference between female and male students was the smallest for the statement: “I think about the steps I will use to solve the problem.”
- The out-of-school activity that male and female students most frequently reported doing “every day or almost every day” was using the Internet, followed, among female students, by reading by themselves and, among male students, by playing video games. There was a large difference in the percentages of female and male students who reported playing video games “every day or almost every day.”
- The out-of-school activity male and female students most frequently reported doing at least once a week was participating in sports or other physical activities. The biggest difference between the genders was for participating in artistic activities (24 percentage points).

Student Questionnaire Results *continued*

		2009–2010	
Grade 6 students who completed the questionnaire*		Female # = 63 475	Male # = 65 718
MATERIALS READ OUTSIDE SCHOOL			
Percentage of students who indicated that they read the following “every day or almost every day” when they are not at school:‡			
Stories or novels	48%	30%	
Comics or graphic novels	10%	18%	
Books, newspapers, magazines or websites for information	32%	27%	
E-mail, text or instant messages	53%	40%	
Other things	36%	35%	
PARENTAL INVOLVEMENT			
Percentage of students who indicated that they do the following “every day or almost every day” with a parent, guardian or another adult who lives with them:†			
We talk about the mathematics work I do in school.	17%	15%	
We talk about the activities I do in school.	42%	34%	
We read together.	4%	4%	
We look at my school agenda.	29%	30%	
We use a computer together.	5%	5%	
SCREEN TIME			
Percentage of students who indicated that they usually do the following for “about 3 hours” or “more than 3 hours” on a school day, after school:‡			
Watching TV	19%	22%	
Playing video games	3%	20%	
Using the Internet	20%	19%	
NUMBER OF SCHOOLS ATTENDED			
Only this school or 1 other school	68%	68%	
2 or 3 other schools	24%	23%	
4 other schools or more	7%	7%	

* Includes only those students for whom gender data were available.

† The other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

‡ The other response options were “none,” “about half an hour,” “about 1 hour” and “about 2 hours.”

Observations

- We observe differences between the percentages of male and female students reporting that they engaged in each type of reading “every day or almost every day.” The most frequently engaged in type of reading among both female and male students was electronic messages.
- The activity that students most frequently reported doing “every day or almost every day” with their parents was talking about the activities they do in school.
- Around 20% of students of both genders indicated spending “about three hours” or “more than three hours” doing each of the following after school: watching TV and using the Internet. We observe a large gap (17 percentage points) between the percentages of female and male students who reported playing video games “about three hours” or “more than three hours” after school.
- Nearly one-third of the students indicated that they had attended at least two other schools before the current one.

The following tables provide results from a sample of questionnaire items completed by the teachers during the 2009–2010 administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions. This year, revised versions of the questionnaire were administered for the first time. For the items that remained mostly the same as in previous years, the tables provide data over time. For the new items, the data are provided for this year only. Each percentage in the tables is based on the total number of teachers who completed the questionnaire. For the full questionnaire results for the province, visit the EQAO Web site, www.eqao.com, under the “School, Board and Provincial Results” heading. The full questionnaire results will be available September 29, 2010.

Teacher Questionnaire Results

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 6 teachers who completed the questionnaire	# = 7107	# = 7341	# = 7289	# = 7237	# = 7206
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year, independently or as a group, to do the following:*					
To identify how well students are meeting curriculum expectations	51%	56%	61%	60%	81%
To identify areas of strength and areas for improvement in elementary programs	62%	69%	73%	74%	83%
To inform planning of elementary programs	44%	53%	59%	62%	72%
Percentage of teachers who indicated that they used sample EQAO student assessments and scoring guides this year, independently or as a group, in the following ways:†					
As a model for designing assessments	n/a	n/a	n/a	n/a	74%
To inform classroom instruction	n/a	n/a	n/a	n/a	85%
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “frequently” or “sometimes” used the following resources for mathematics instruction this year:‡					
Library or resource-centre mathematics materials (print and audiovisual)‡	47%	49%	49%	51%	24%
Mathematics instructional materials that they or other teachers at their school developed‡	81%	80%	81%	82%	59%
Mathematics instructional materials that their board or other boards developed‡	68%	66%	n/a§	66%	49%
Mathematics instructional materials that the Ministry of Education developed	n/a	n/a	n/a	n/a	54%
Commercial mathematics instructional materials	n/a	n/a	n/a	n/a	71%
Computer software (e.g., interactive mathematics games, graphing software)	n/a	n/a	n/a	n/a	39%
Presentation technology (e.g., interactive white board, LCD)	n/a	n/a	n/a	n/a	44%

* The wording and format of this question changed slightly in 2010.

† Only teachers who teach mathematics answered these items (# = 6235).

‡ From 2005–2006 to 2008–2009, the response options for these items were “never,” “seldom,” “sometimes” and “often.” The percentages given are based on the number of teachers who answered “sometimes” and “often.” In 2009–2010, the response options changed to “not available,” “never,” “occasionally,” “sometimes” and “frequently.” The percentages given are based on the number of teachers who answered “sometimes” and “frequently.” Please note that the wording and layout of the questions also changed slightly in 2009–2010.

n/a = Results are not available for this question, because it was not asked in the year in question.

§ Data not available, due to formatting error on the questionnaire.

Teacher Questionnaire Data *continued*

	2009–2010
Grade 6 teachers who completed the questionnaire	# = 7206
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM	
Percentage of teachers who indicated that they “frequently” or “sometimes” asked their students to use the following resources during mathematics-related activities this year: *	
Calculators	80%
Concrete manipulatives (e.g., cubes, tiles)	85%
Computer software (e.g., interactive mathematics games, graphing software)	43%
The Internet (e.g., to access statistics or other sources of mathematical information)	35%
COMMUNICATION WITH PARENTS AND GUARDIANS	
Percentage of teachers who shared the following with the majority of the parents and guardians of their students at least 2–3 times this year:†	
Learning goals for the class	79%
Assessment strategies for the class	80%
Instructional strategies for their child	82%
Suggestions for what to do at home to support learning	89%
Suggestions for resources to use at home to support learning	82%
Information about their child’s progress	97%

* The other response options were “not available,” “never” and “occasionally.”

† The percentages are based on the number of teachers who responded “2–3 times,” “about once a month,” “about once every 2 weeks” or “at least once a week.” The other response options were “once” and “never.” Between 2 and 3% of responses were missing.

Observations

- In 2009–2010, more than three-quarters of teachers indicated that they had used EQAO resources for the various purposes indicated in the table above.
- In 2009–2010, among all listed in the table, the three types of resources that Grade 6 teachers most frequently reported using for mathematics instruction were commercial instructional materials, materials they or other teachers in their school had developed and materials developed by the Ministry of Education.
- In 2009–2010, 85% of Grade 6 teachers indicated that they “frequently” or “sometimes” asked their students to use concrete manipulatives during mathematics-related activities.
- In 2009–2010, on average, about 40% of all Grade 6 teachers indicated that they “frequently” or “sometimes” asked their students to use a computer (software or the Internet) during mathematics-related activities. Twice that percentage indicated asking students to use a calculator as frequently.
- In 2009–2010, a very large percentage of teachers indicated that they shared the information listed in the table above with parents at least two or three times a year.

RESULTS IN READING*

Results for All Grade 6 Students in Reading over Time

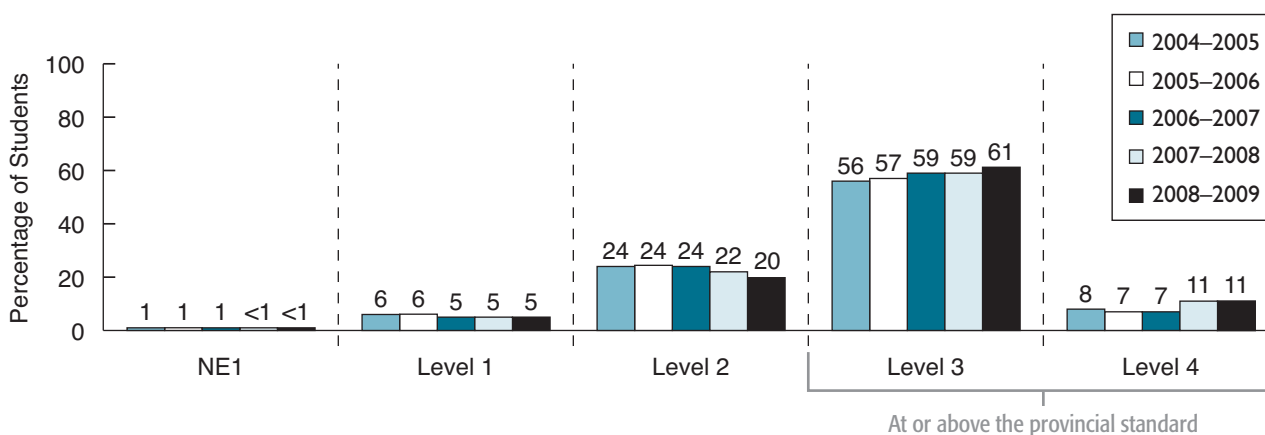
	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
	# = 146 711	# = 145 901	# = 140 420	# = 136 069	# = 134 201
Level 4	8%	7%	7%	11%	11%
Level 3	56%	57%	59%	59%	61%
Level 2	24%	24%	24%	22%	20%
Level 1	6%	6%	5%	5%	5%
NEI[†]	1%	1%	1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	4%	3%	3%	3%	2%
At or Above the Provincial Standard[‡]	64%	64%	66%	69%	72%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† See the Explanation of Terms.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Percentage of All Grade 6 Students at Each Level over Time: Reading



Observations

- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard in reading has increased by eight percentage points.
- In 2009–2010, there was an increase of three percentage points (to 72%) in the percentage of Grade 6 students performing at or above the provincial standard in reading over the previous year's.

RESULTS IN WRITING*

Results for All Grade 6 Students in Writing over Time

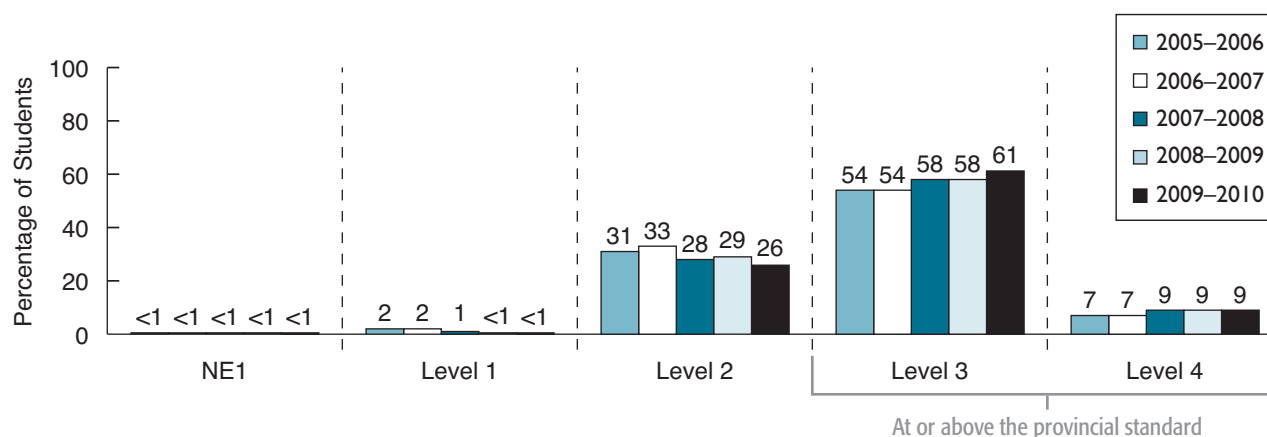
	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
	# = 146 711	# = 145 901	# = 140 420	# = 136 075	# = 134 288
Level 4	7%	7%	9%	9%	9%
Level 3	54%	54%	58%	58%	61%
Level 2	31%	33%	28%	29%	26%
Level 1	2%	2%	1%	<1%	<1%
NEI [†]	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	4%	3%	3%	3%	2%
At or Above the Provincial Standard[‡]	61%	61%	67%	67%	70%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† See the Explanation of Terms.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Percentage of All Grade 6 Students at Each Level over Time: Writing



Observations

- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard in writing has increased by nine percentage points.
- In 2009–2010, the percentage of Grade 6 students performing at or above the provincial standard in writing increased by three percentage points (to 70%) from the previous year's.

RESULTS IN MATHEMATICS*

Results for All Grade 6 Students in Mathematics over Time

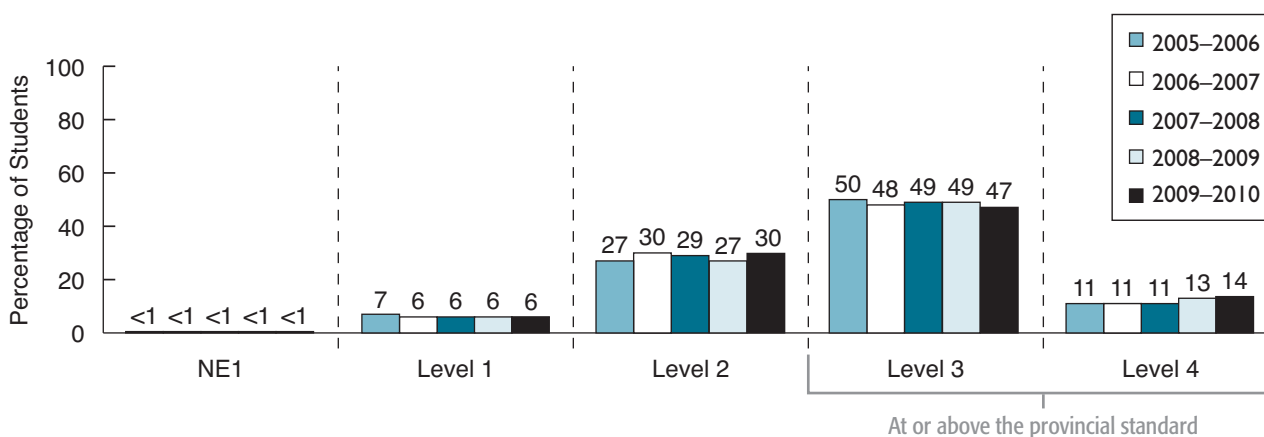
	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
	# = 146 711	# = 145 901	# = 140 358	# = 136 075	# = 134 241
Level 4	11%	11%	11%	13%	14%
Level 3	50%	48%	49%	49%	47%
Level 2	27%	30%	29%	27%	30%
Level 1	7%	6%	6%	6%	6%
NEI†	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	4%	4%	3%	3%	3%
At or Above the Provincial Standard‡	61%	59%	61%	63%	61%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† See the Explanation of Terms.

‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Percentage of All Grade 6 Students at Each Level over Time: Mathematics



Observations

- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard in mathematics has been relatively stable.
- In 2009–2010, there was a decrease of two percentage points (to 61%) in the percentage of Grade 6 students performing at or above the provincial standard in mathematics from the previous year's.

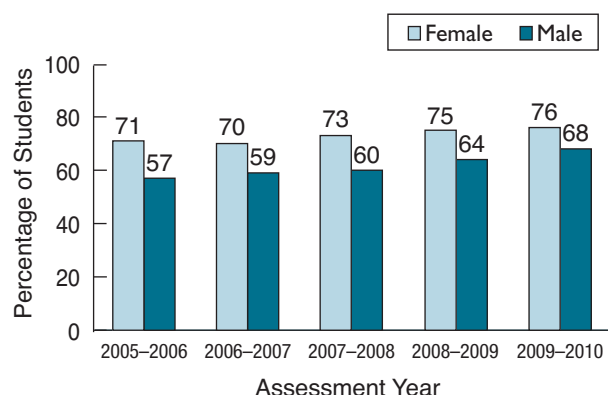
RESULTS BY GENDER*

Percentage of All Grade 6 Students at or Above the Provincial Standard over Time

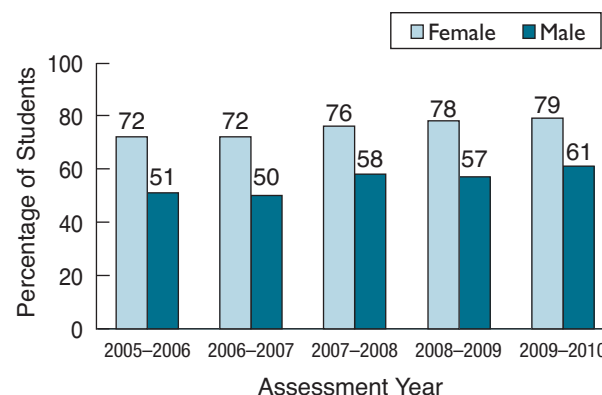
	2005–2006				2006–2007				2007–2008				2008–2009				2009–2010			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	70 984	71%	75 697	57%	70 863	70%	75 036	59%	68 266	73%	72 154	60%	66 270	75%	69 799	64%	65 329	76%	68 851	68%
WRITING	70 984	72%	75 697	51%	70 863	72%	75 036	50%	68 266	76%	72 154	58%	66 275	78%	69 800	57%	65 369	79%	68 898	61%
MATHEMATICS	70 984	62%	75 697	59%	70 863	60%	75 036	58%	68 235	62%	72 123	60%	66 275	64%	69 800	61%	65 342	62%	68 878	59%

* Results by gender include only those students for whom gender data were available.

Reading



Writing



Mathematics



Observations

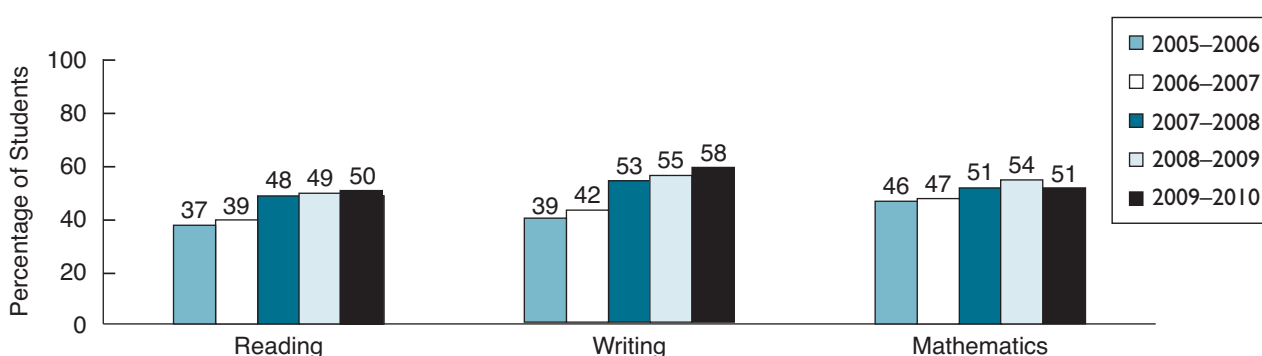
- Over the past five years, the gender gap in favour of female Grade 6 students has remained relatively consistent and has been particularly pronounced in reading and writing.
- Over the past five years, the percentage of male Grade 6 students performing at or above the provincial standard has increased by 11 percentage points in reading and 10 percentage points in writing.
- Over the past five years, the percentage of female Grade 6 students performing at or above the provincial standard has increased by five percentage points in reading and seven percentage points in writing.
- In 2009–2010, a larger percentage of female than male Grade 6 students performed at or above the provincial standard in each of reading (76% versus 68%), writing (79% versus 61%) and mathematics (62% versus 59%).

RESULTS FOR ENGLISH LANGUAGE LEARNERS*

Percentage of All Grade 6 English Language Learners at or Above the Provincial Standard over Time

	2005–2006		2006–2007		2007–2008		2008–2009		2009–2010	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	5461	37%	6630	39%	6639	48%	7538	49%	7773	50%
WRITING	5461	39%	6630	42%	6639	53%	7538	55%	7793	58%
MATHEMATICS	5461	46%	6630	47%	6634	51%	7538	54%	7794	51%

* See the Explanation of Terms.



Observations

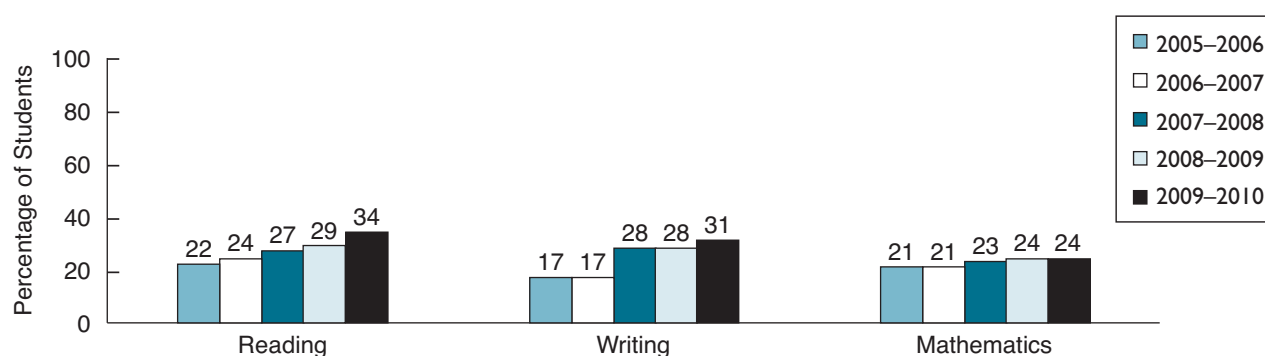
- Over the past five years, the percentage of Grade 6 English language learners performing at or above the provincial standard has increased by 13 percentage points in reading, 19 percentage points in writing and five percentage points in mathematics.
- In 2009–2010, the percentage of Grade 6 English language learners performing at or above the provincial standard increased by one percentage point in reading (to 50%) and three percentage points in writing (to 58%) and decreased by three percentage points in mathematics (to 51%) since last year.

RESULTS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS (EXCLUDING GIFTED)*

Percentage of All Grade 6 Students with Special Education Needs (Excluding Gifted) at or Above the Provincial Standard over Time

	2005–2006		2006–2007		2007–2008		2008–2009		2009–2010	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	22 350	22%	24 633	24%	24 146	27%	24 319	29%	24 813	34%
WRITING	22 350	17%	24 633	17%	24 146	28%	24 325	28%	24 827	31%
MATHEMATICS	22 350	21%	24 633	21%	24 136	23%	24 325	24%	24 812	24%

* See the Explanation of Terms.



Observations

- Over the past five years, the percentage of Grade 6 students with special education needs performing at or above the provincial standard has increased by 12 percentage points in reading, 14 percentage points in writing and three percentage points in mathematics.
- In 2009–2010, the percentage of Grade 6 students with special education needs performing at or above the provincial standard increased by five percentage points in reading (to 34%) and three percentage points in writing (to 31%) over the previous year's. The percentage for mathematics remained the same.

Summary of Findings: Primary and Junior Divisions

Assessment of Reading, Writing and Mathematics, Primary Division

- Over the past five years, the percentage of Grade 3 students performing at or above the provincial standard has increased by six percentage points in writing and three percentage points in mathematics. Performance in reading has remained relatively stable.
- There has been an increase of two percentage points since last year in the percentage of Grade 3 students performing at or above the provincial standard in writing (to 70%).
- The percentages of Grade 3 students performing at or above the provincial standard in reading and mathematics have each increased by one percentage point since last year (to 62% and 71%, respectively).
- Over the past five years, the percentage of Grade 3 students performing at or above the provincial standard in reading has remained relatively stable.
- Over the past five years, the percentage of Grade 3 students performing at or above the provincial standard in writing has increased by six percentage points.
- Over the past five years, the percentage of Grade 3 students performing at or above the provincial standard in mathematics has increased by three percentage points.
- Over the past five years, the gender gap has been in favour of female students in reading and writing. This year the gap for mathematics closed.
- Since 2007–2008, the gender gap has decreased by four percentage points in reading and two percentage points in writing and mathematics.
- Since 2007–2008, the percentage of male students performing at or above the provincial standard has increased by three percentage points in reading, five percentage points in writing and four percentage points in mathematics.
- Over the past five years, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased by four percentage points in reading, 13 percentage points in writing and nine percentage points in mathematics.
- Over the past five years, the percentage of Grade 3 students with special education needs performing at or above the provincial standard has increased by six percentage points in reading, 26 percentage points in writing and six percentage points in mathematics.
- Over the past five years, a larger percentage of male than female students have responded “most of the time” to each of the following: “I am good at mathematics” and “I like mathematics.”
- In 2009–2010, the differences between the percentages of female and male students who responded “most of the time” to the statements related to attitudes toward mathematics were small. However, a larger percentage of male than female students responded “most of the time” to these statements, with the exception of the final one: a larger percentage of female than male students indicated that “most of the time” they try to do their best when doing mathematics activities in class, although the percentage of students of both genders who responded this way was large.

Assessment of Reading, Writing and Mathematics, Junior Division

- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard has increased by eight percentage points in reading and nine percentage points in writing. Performance in mathematics has remained relatively stable.
- There has been an increase of three percentage points since last year in the percentages of Grade 6 students performing at or above the provincial standard in reading and writing (to 72% and 70%, respectively).
- There has been a decrease of two percentage points since last year in the percentage of Grade 6 students performing at or above the provincial standard in mathematics (to 61%).
- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard in reading has increased by eight percentage points.
- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard in writing increased by nine percentage points.
- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard in mathematics has been relatively stable.
- Over the past five years, the gender gap in favour of female students has remained relatively consistent and has been particularly pronounced in reading and writing.

- Over the past five years, the percentage of male Grade 6 students performing at or above the provincial standard has increased by 11 percentage points in reading and 10 percentage points in writing.
- Over the past five years, the percentage of female Grade 6 students performing at or above the provincial standard has increased by five percentage points in reading and seven percentage points in writing.
- Over the past five years, the percentage of Grade 6 English language learners performing at or above the provincial standard has increased by 13 percentage points in reading, 19 percentage points in writing and five percentage points in mathematics.
- Over the past five years, the percentage of Grade 6 students with special education needs performing at or above the provincial standard has increased by 12 percentage points in reading, 14 percentage points in writing and three percentage points in mathematics.
- Over the past five years, a larger percentage of male than female students have responded “most of the time” to the following: “I am good at mathematics” and “I like mathematics.”
- In 2009–2010, a larger percentage of male than female students responded “most of the time” to the statements related to attitudes toward mathematics, with the exception of the final one: a larger percentage of female than male students indicated that “most of the time” they try to do their best when doing mathematics activities in class, although the percentage of students of both genders who gave this response was large.

Primary and Junior Divisions

- Ninety percent or more of principals indicated that they used EQAO data in 2009–2010 to do each of the following:
 - identify how well students were meeting curriculum expectations;
 - support change in teaching practices;
 - guide school improvement initiatives and
 - identify areas of strength and areas for improvement in elementary programs.

Explanation of Terms

All Students

Results are reported for all students in the grade (Grade 3 or 6).

Participating Students

Results are reported only for those students who took part in the assessment (excludes “no data” and “exempt” categories).

Provincial Standard

The Ministry of Education, in *The Ontario Curriculum*, has set Level 3 as the provincial standard. Level 3 identifies a considerable level of achievement of provincial expectations. The levels of achievement are aligned with the four-level scale developed by the Ministry of Education and used on the Provincial Report Card.

Level 4

The student has demonstrated the required knowledge and skills thoroughly or to a high degree. Achievement exceeds the provincial standard.

Level 3

The student has demonstrated the required knowledge and skills to a considerable degree. Achievement meets the provincial standard.

Level 2

The student has demonstrated the required knowledge and skills. Achievement approaches the provincial standard.

Level 1

The student has demonstrated the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.

NEI

“Not Enough Evidence for Level 1” is used when students provided enough information to score but did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.

No Data

This designates non-exempt students who did not complete any part of the assessment, due to absence or for medical or other reasons.

Exempt

This designates students who were formally exempted by the school from participating in the assessment or in one or more components of it.

English Language Learners

Students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.

Students with Special Education Needs

Students with special education needs are students formally identified by an Identification, Placement and Review Committee (IPRC), and/or students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is giftedness are not included.

W

Results for some or all students are being withheld by EQAO.

Strategies for Success

INFORMING PROFESSIONAL PRACTICE: PRIMARY DIVISION

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their knowledge and skills in reading, writing and mathematics. The suggestions are based on an analysis of students' performance on the 2009–2010 Assessment of Reading, Writing and Mathematics, Primary Division, as well as on those of the previous four school years (2005–2006 to 2008–2009), and on feedback from teachers who scored the 2009–2010 assessment.

The released 2009–2010 assessment booklets can be accessed on the EQAO Web site, www.eqao.com.

For more information on the skills assessed and the kinds of questions used to measure them, see the primary-division *Framework*, on the EQAO Web site. For more information on the terms in bold print, refer to the list of resources at the end of this section.

Through a combination of multiple-choice and open-response questions about narrative, informational, poetic and graphic reading texts, the primary EQAO assessment focuses on three reading skills:

Reading Skill 1: understanding explicitly stated information and ideas

Reading Skill 2: understanding implicitly stated information and ideas

Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience

Observations, Strategies and Resources

Primary Division: Reading	Observations:	Strategies for Improvement:
Reading Skills	Students performed equally well on multiple-choice questions measuring all three reading skills. In general, students performed about the same on open-response questions measuring Reading Skill 2 (understanding implicitly stated information in a reading selection) and Reading Skill 3 (making connections between the reading selection and their own knowledge and experience). Students had more difficulty with the open-response questions than with the multiple-choice questions. Scorers reported that student responses to open-response questions that received a Code 30 or 40 demonstrated reading comprehension by providing specific and adequate information from the text and explaining its relevance.	Share learning goals and success criteria, such as those in EQAO's scoring guides for reading responses, at the outset of learning. Continue to use an effective literacy learning block. Support students in their use of before-, during- and after-reading strategies. Before reading, demonstrate how students can activate prior knowledge by thinking about what they have already learned and how this connects to what they are reading. Continue to model how to ask questions of text, how to make inferences using pictures and words and how to give evidence from text. Model and have students practise using think-alouds to teach how to provide reasons in answer to open-response questions and then go back to the text to find evidence that supports these ideas. Teach students how to explain the purpose of using details from the text.
Overall Reading Expectations from the Curriculum	As in 2008–2009, students performed best on questions measuring Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently), which is measured by multiple-choice questions only. Some students who selected incorrect answers for this expectation seemed not to return to the reading selection to check the meaning. Students performed less well on questions measuring Overall Reading Expectation 1 (read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning) but had the most difficulty on both multiple-choice and open-response questions measuring Overall Reading Expectation 2 (recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning).	Continue to provide opportunities for vocabulary development by having students work with unfamiliar vocabulary as it occurs in texts in all subject areas. Have students reread texts to find context cues to help determine word meaning. Provide students with multiple opportunities to practise the skills required by Overall Reading Expectation 2 and the associated specific expectations (e.g., text forms, text features) and give students opportunities to explain how these relate to the meaning of a text. Ensure that students relate the general meaning of text features to specific texts and understand how the text feature helps readers to understand the text. Engage students in deep thinking to analyze and evaluate information in text. Use questions that require higher-order thinking to challenge readers to work to interpret and understand new text successfully. Have students practise generating their own questions about texts and presenting them to their peers for discussion.

Primary Division: Reading	Observations:	Strategies for Improvement:
Text Types	Students performed best on questions relating to the long narrative ("Where's Ms. Mitra?") and the graphic text ("Fish Facts"). Students had the most difficulty with questions relating to the poem ("Being a Kite").	Continue to provide high-quality narrative texts and have students practise identifying and explaining how narrative form and elements (e.g., character, plot, theme) help communicate meaning. Provide a variety of text types to continue to examine and reinforce the differences between fictional and informational texts. Choose non-fiction texts that require background knowledge from other curriculum areas, so students need to activate prior knowledge to make connections and inferences. Use graphic texts (diagrams, pictures and charts) and have students explain the purpose of their different components and how these communicate meaning. Show students how text features help readers make meaning, find important information and see the connections among related ideas. Use shared reading and multimedia to engage students in poetry. Have students practise reading poems and lyrics aloud individually and in choral reading groups in order to develop vocabulary and explore meaning.
Question Types	As in past years, overall, students performed better on multiple-choice than on open-response questions when demonstrating their reading comprehension. Scorers observed that students used fewer formulaic responses when answering open-response questions than in previous years.	Encourage students to reread questions carefully and underline or highlight key words to ensure they answer all parts of the question. Teach students the differences in expectations among question instructions (e.g., explain how, explain why, explain whether, describe, compare, provide two examples). Have students practise answering questions with starters such as who, what, where, why, when and how using graphic organizers to capture the ideas and then model turning these ideas into a written answer. Demonstrate that the answer to a question is not always found in one place in a text. Model highlighting various sections of texts to locate the answer. Use literature circles to help students generate their own questions about texts of all sorts and summarize their understanding of information. Collaborate with teachers in your grade and others to establish common terms and assessment criteria and to give feedback about open-response questions. Use the scoring rubrics and anchors on the EQAO Web site to illustrate the understanding required to score a Code 30 or 40. Use the videos and learning resources on teacher moderation and teaching-learning critical pathways in order to identify relevant expectations to address specific comprehension difficulties and plan lessons that cluster them.

Primary Division: Reading	Observations:	Strategies for Improvement:
Gender	For all reading selections, female students continued to outperform male students on multiple-choice questions and open-response questions. The smallest gender gap occurred on questions relating to the information text ("The Woolly Mammoth") and the graphic text ("Fish Facts"). The largest gender gap occurred on questions relating to the long narrative ("Where's Ms. Mitra?").	Continue to help male students develop their literacy skills in all subject areas by explicitly teaching the processes that effective readers use. Model how to add relevant details when responding to questions. Provide vocabulary building exercises, with emphasis on those concerning the use of descriptive words and phrases. Examine EQAO data to pinpoint gender gaps in skill development and take action with strategies that work, such as using common language and resources throughout the grades. Adopt practices identified in <i>Towards an Understanding of Gender Differences in Literacy Achievement</i>, an EQAO research study examining strategies employed by schools with small gender gaps in assessment results, as follows: set high academic and behavioural expectations regardless of gender or background; develop consistent standards and understanding of effective literacy instruction among teachers of all subjects, informed by practice and research; foster positive attitudes toward reading; and use male role models to promote literacy as part of the school culture. Review recent Ministry "Support for Boys' Literacy" resources for strategies that improve the literacy skills of males.
English Language Learners	Although the percentage of English language learners performing at or above the provincial standard in reading has increased over the past five years, English language learners have not performed as well as the general population. Their pattern of relative strengths has been similar to that of the general population. Over the past two years, the largest gap between English language learners and the general population has been on Overall Expectation 3.	Use instructional supports for English language learners such as purposeful and accountable talk in small groups, and directly teach word knowledge, text forms and text features. Through modelled and shared reading, demonstrate how these help communicate meaning. Continue to incorporate visual tools (e.g., concept maps) and scaffolds (e.g., paragraph frames) in all subject areas. Provide levelled texts and resources at a variety of levels on the same topic so that all students can access knowledge and information and build proficiency.
Students with Special Education Needs (Excluding Gifted)	The pattern of relative strengths for students with special education needs has been similar to that of the general population. This year, the largest gap between students with special education needs and the general population has also been on Overall Expectation 3. Students with special education needs performed best on questions relating to the graphic text ("Fish Facts"). They performed the least well on questions relating to the poem ("Being a Kite").	When working with students with different needs, use a variety of teaching approaches through differentiated instruction, so that students can explore and demonstrate understanding through a range of communication forms and mediums. Provide levelled texts and resources at a variety of levels on the same topic so that all students can access knowledge and information and build proficiency.

Through a combination of multiple-choice questions, short-writing tasks and long-writing tasks, the primary-division assessment focuses on the following writing skills:

- Topic Development
 - Content—developing a main idea with sufficient supporting details
 - Organization—organizing information and ideas in a coherent manner and
- Conventions—use of spelling, grammar, punctuation

Primary Division: Writing	Observations:	Strategies for Improvement:
Writing Skills	For the past five years, students have performed better on questions measuring use of conventions than on questions measuring topic development. Scorers reported that written work that used effective opening and/or concluding sentences and that linked ideas in a logical and sequential order usually received a Code 30 or 40. For example, scorers noted that, on the short-writing task “Invent a Machine,” students who did more than simply list a number of functions that their machine could perform, and provided relevant and specific supporting details, generally did well.	Help students understand the learning goals and the success criteria, such as those in EQAO’s scoring guides for short- and long-writing questions and the Ministry Writing Exemplars, for all learning tasks. Gather evidence of student needs by observing and assessing students. Share the above resources as well as the EQAO rubrics and anchors with students, so students are aware of what is expected of them. Continue to provide an effective writing program using key instructional approaches. Provide whole-class mini-lessons on a specific skill or topic, followed by guided, shared and independent writing time to apply learning. Read students the first few lines of fictional and non-fictional texts that have particularly effective beginnings and discuss with them how the beginnings relate to the rest of the text. Show how to organize the ideas in a logical sequence. Provide students with a variety of appropriate graphic organizers to help them organize ideas and information. Teach students to follow the writing process. Use a topic-development-focused conference to encourage students to clarify their main idea and develop it with relevant specific details. With reference to the conference, explain the next steps so that the student can make his or her writing more clear and coherent. Use storytelling, including the oral rehearsal of ideas and role-play, to promote writing fluency and proficiency, vocabulary development and an understanding of narrative elements.
Overall Writing Expectations from the Curriculum	Overall, students performed well and most consistently on multiple-choice and open-response questions measuring Overall Writing Expectation 3 (apply knowledge of language conventions and present written work effectively). Students performed less well on Overall Writing Expectation 1 (develop and organize content) and Overall Writing Expectation 2 (use knowledge of form and style). They performed at a similar level relative to both of these expectations.	Use teacher moderation as part of the teaching-learning critical pathways so that all teachers use consistent criteria, and facilitate the use of consistent criteria and terminology. Prior to the moderation sessions, give common writing tasks to students with agreed-upon sets of performance criteria. Use the outcome of the sessions to plan next steps. Ask students to score responses using the generic scoring rubrics (available on the EQAO Web site) and to compare and explain their scores. After identifying student learning needs, use networked learning communities to establish a focus for teacher thinking and practice. Have students use a revising and editing checklist to help them improve the clarity of content, correctly use writing conventions and track their progress in developing their writing skills over time. Continue to encourage peer assessment using guides such as checklists.

Primary Division: Writing	Observations:	Strategies for Improvement:
Overall Writing Expectations from the Curriculum (continued)		Encourage the use of a few well-chosen graphic organizers and use the same graphic organizers for reading and writing, so students can see the similarities between the two (e.g., between deconstructing a story as a reader and constructing a story as a writer). Start with organizers as a scaffold and help students develop their use beyond a formulaic response. Teach students how to move information from a graphic organizer to a written paragraph. Ask students to do this in groups, with partners and individually. Continue to help students incorporate the elements of writing into their written work, especially ideas and content. Model how to focus on a few ideas and specific details relevant to the text form, purpose and audience required by the prompt rather than listing many underdeveloped ideas and details.
Question and Writing Task Types	For topic development, students continue to perform better on multiple-choice questions than on short- and long-writing tasks; they also perform better on the short-writing tasks than on the long-writing task. For conventions, students performed better on short-writing tasks than on long-writing tasks. Students performed about the same on both short-writing tasks.	Continue to introduce students to the written text forms required by the curriculum and model how to organize writing in each form. Explicitly share and discuss mentor texts (models of good writing), pointing out elements such as sentence structure, paragraphing and vocabulary, so that students become aware of the choices that the writer has made. Create charts that list writing tips linked to each mentor text that students can use in their own writing. Provide opportunities for students to develop endurance for longer writing tasks and include opportunities to practise responding to on-demand writing prompts. Continue to give students opportunities to explore their interests, lives and world beyond the classroom through non-fiction writing. Model the selection and organization of ideas and have students work in small groups, keeping in mind their purpose (i.e., to explain, persuade, describe or inform) and the audience they are addressing. Have them share their work and discuss what makes it effective. Continue to model careful reading of the writing prompts to identify the topic, written form, purpose and audience the prompts specify.
Gender	As in previous years, female students outperformed male students on all multiple-choice writing questions and short- and long-writing tasks.	Place students in a variety of heterogeneous groupings for guided and shared writing. Continue to provide a variety of writing topics of interest to both genders. Make reading and writing an engaging focus in the classroom in all subjects. Use visual anchor charts to encourage full and complete written responses. Model how to express an idea and then support it with specific details. Use writing frames (outlines or templates that give students a structure for communicating what they want to say) as students begin a writing task. Encourage students to move gradually beyond using them mechanically to organizing their writing organically. Use anchor charts and mentor texts to connect past to future learning.

Primary Division: Writing	Observations:	Strategies for Improvement:
Gender (continued)		Continue to use classroom practices proven by teacher inquiry projects to improve boys' literacy achievement, such as social interaction before writing. Model how to develop content and add details when responding to questions. Provide opportunities for vocabulary-building exercises, especially those concerning the use of synonyms and antonyms. Provide opportunities to learn how writing can be organized by giving students phrases and sentences to sort and arrange into longer texts. Adopt practices identified in <i>Towards an Understanding of Gender Differences in Literacy Achievement</i>, an EQAO research study.
English Language Learners	As was true for the general population, English language learners performed better on Overall Writing Expectation 3 than on Overall Writing Expectations 1 and 2. English language learners performed slightly better on multiple-choice items measuring topic development than on short- and long-writing tasks relating to topic development. The percentage of English language learners performing at or above the provincial standard in writing has increased over the past five years, and the gap between their results and those of the general population has been closing (from 13 percentage points in 2005–2006 to six percentage points in 2009–2010).	During revision, focus on having students practise sentence fluency to understand how syntax works and to become more effective writers. Engage English language learners in storytelling, as talking about their writing will help students rehearse and revise stories.
Students with Special Education Needs (Excluding Gifted)	Although the percentage of students with special education needs performing at or above the provincial standard has increased over the past five years, students with special education needs have not performed as well as the general population. This past year, their pattern of relative strengths and weaknesses was similar to that of the general population.	Continue to encourage students with special education needs to use assistive technologies for idea generation, organization and completion of writing tasks whenever possible. Differentiate instruction to optimize student writing through, for example, focused lessons in small groups, graphic organizers and guided practice.

Primary Division: Reading

List of Resources

If you are reading the version of this document found on the EQAO Web site, www.eqao.com, please use the hyperlinks to the listed resources. Alternatively, except as noted, please

- go to www.eworkshop.on.ca;
- click “Literacy Resources” under “Resources” and
- click “Expert Panel Reports/Guides to Effective Instruction” in the left-hand column.

The listed titles will appear on the right-hand side.

Activating prior knowledge: Go to

- page 88 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 5. Reading*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf

Before-, during- and after-reading strategies: Go to

- page 24 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 5. Reading*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf

Deep thinking: Go to

- Literacy and Numeracy Secretariat. (2007, November 29). Critical literacy. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/november29.shtml>

Differentiated instruction: Go to

- Ministry of Education of Ontario. (June 2009). *Learning for all, K–12 (Draft)*. Available at http://www.ontariodirectors.ca/L4All/L4A_en.html
- Literacy and Numeracy Secretariat. (2008, May 2). Differentiated instruction: Continuing the conversation. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/march29.shtml>
- pages 14–15 of Ministry of Education of Ontario. (2005). *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>
- Literacy and Numeracy Secretariat. (2006, September). Building upon our successes. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/september28.shtml>

English language learners: Go to

- Ministry of Education of Ontario. (2005). *Many roots, many voices: Supporting English language learners in every classroom*. Available at <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>
- Literacy and Numeracy Secretariat. (2006, September). Teaching and learning in multilingual Ontario. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/december7.shtml>
- Literacy and Numeracy Secretariat. (2009, March). *Capacity Building Series: Special Edition 8. ELL voices in the classroom*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ELL_Voices09.pdf

Graphic organizers: Go to

- Chapter 10 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf
- Ministry of Education of Ontario. (2005). Appendices. *A guide to effective instruction in writing, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/pdf/Appendices_writing.pdf

Higher-order thinking: Go to

- Literacy and Numeracy Secretariat. (2007). *Literacy Series: Module 3. Connecting reading and writing for higher-order thinking* [PowerPoint presentation]. Available at <http://www.curriculum.org/LNS/coaching/profresources.shtml>
- pages 8.14–8.15 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf
- Literacy and Numeracy Secretariat. (2009, April 21). Quality teaching: It's intentional. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/april21.shtml>

Instructional supports: Go to

- Literacy and Numeracy Secretariat. *Supporting English language learners, Grades 1 to 8*: Video and print resources. Available at <http://www.curriculum.org/LNS/ELL/index.shtml>
- Literacy and Numeracy Secretariat. (2009, March). *Capacity Building Series: Secretariat Special Edition 8, ELL voices in the classroom*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ELL_Voices09.pdf

Primary Division: Reading

List of Resources (continued)

Levelled texts: Go to

- page 6.5 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf

Literacy learning block: Go to

- Literacy and Numeracy Secretariat. (2007, May). *Learning blocks for literacy and numeracy*. Available at http://www.curriculum.org/LNS/coaching/files/pdf/WhatWorks_May07.pdf

Literature circles: Go to

- Literacy and Numeracy Secretariat. *Literature circles webcast*. Available at <http://www.curriculum.org/secretariat/circles/index.shtml>
- pages 7.19–7.23 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf

Making inferences: Go to

- Literacy and Numeracy Secretariat. (2007, May). *What Works? Research into Practice: Secretariat Special Edition 1. Learning blocks for literacy and numeracy*. Available at http://www.curriculum.org/LNS/coaching/files/pdf/WhatWorks_May07.pdf
- Literacy and Numeracy Secretariat. *Literacy Series: Module 1. Comprehending in action: Inferring* [PowerPoint presentation]. Available at <http://www.curriculum.org/LNS/coaching/profresources.shtml#literacy>

Male students: Go to

- pages 17–21 and 37–38 of Ministry of Education of Ontario. (2004). *Me read? No way! A practical guide to improving boys' literacy skills*. Available at <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>
- Ministry of Education of Ontario Web site for other resources on boys' literacy available at <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>
- Literacy and Numeracy Secretariat. (2009, October). *Engaging boys: Powerful possibilities for all learners* [Webcast]. Available at <http://www.curriculum.org/secretariat/engaging/index.shtml>
- Literacy and Numeracy Secretariat. (2008, April). *What Works? Research into Practice: Research Monograph 12. Boys' underachievement: Which boys are we talking about?* Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf>
- The "Supports for Boys' Literacy" resources available at <http://edugains.ca/newsite/literacy/boysliteracy.htm>

Non-fiction: Go to

- pages 5.26–5.31 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf
- Literacy and Numeracy Secretariat. (2008, May 2). *High-yield strategies to improve student learning. Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/may2.shtml>
- Literacy and Numeracy Secretariat. (2009, April). *Capacity Building Series: Secretariat Special Edition 9. Critical literacy*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical_Literacy.pdf

Poetry: Go to

- Literacy and Numeracy Secretariat. (2007, October). *What Works? Research into Practice: Research Monograph 7. Poetry: A powerful medium for literacy and technology development*. Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Hughes.pdf>
- pages 111–114 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf
- pages 5.19–5.21 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf

Success criteria: Go to

- Ministry of Education of Ontario. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Primary Division: Reading

List of Resources (continued)

Summarizing: Go to

- pages 7.19–7.25 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf
- pages 32–35, Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf

Teacher moderation: Go to

- Literacy and Numeracy Secretariat. *Teaching-learning critical pathways* [Webcast]. Available at <http://www.curriculum.org/secretariat/criticalpathways/home.shtml>
- Literacy and Numeracy Secretariat. (2008, June). *Capacity Building Series: Secretariat Special Edition 6. Teaching-learning critical pathways*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf

Teaching-learning critical pathways: Go to

- Literacy and Numeracy Secretariat. (2008, June). *Capacity Building Series: Secretariat Special Edition 6. Teaching-learning critical pathways*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf

Text features: Go to

- pages 5.26–5.31 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf
- pages 2.16–2.18 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf

Text forms: Go to

- pages 1.1–1.3 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6, Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf
- Literacy and Numeracy Secretariat. (2008, March). *Capacity Building Series: Secretariat Special Edition 5. Non-fiction writing for the junior student*. Available at <http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf>

Text types: Go to

- pages 1.20–1.21 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf
- page 8.28 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf

Think-alouds: Go to

- pages 4 to 6 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf

Towards an understanding of gender difference in literary achievement: Go to

- Klinger, D., Shulha, L. & Wade-Woolley, L. (2009). *Towards an understanding of gender differences in literacy achievement* (EQAO Research). Available at http://www.eqao.com/Research/pdf/E/Towards_an_Understanding_of_Gender_Differences_in_Literacy_Achievement.pdf

Unfamiliar vocabulary: Go to

- Literacy and Numeracy Secretariat. (2010, February). *What Works? Research into Practice: Research Monograph 26. Science and literacy in the elementary classroom*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_science_literacy.pdf

Vocabulary development: Go to

- pages 3.29 ("Go Charts for Picture Walk") and 8.11–8.13 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf

Primary Division: Writing

List of Resources

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- click “Expert Panel Reports/Guides to Effective Instruction” in the left-hand column.

The listed titles will appear on the right-hand side.

Assistive technologies: Go to

- Chapter 10 of Ministry of Education of Ontario. (2005). *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>

Conferencing: Go to

- pages 25–27 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf
- Ministry of Education of Ontario. (2005). Appendix 6-3: Sample writing conference record. *A guide to effective instruction in writing: kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/pdf/Appendices_writing.pdf

Differentiated instruction: Go to

- Literacy and Numeracy Secretariat. (2006, March 29). Differentiated instruction: Continuing the conversation. *Webcast for Educators*. Available at <http://www.curriculum.org/secretariat/march29.shtml>
- Literacy and Numeracy Secretariat. (2008, May 2). High-yield strategies to improve student learning: Differentiated writing instruction. *Webcasts for Educators*. <http://www.curriculum.org/secretariat/may2.shtml>

Effective beginnings: Go to

- pages 5.6–5.8 of Ministry of Education of Ontario. (2005). *A guide to effective instruction in writing, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Writing_%20K_3.pdf

Elements of writing: Go to

- pages 1.14–1.20 of Ministry of Education of Ontario. (2005). *A guide to effective instruction in writing, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Writing_%20K_3.pdf

Gathering evidence: Go to

- Literacy and Numeracy Secretariat. (2007, September). *Capacity Building Series: Secretariat Special Edition. Teacher moderation: Collaborative assessment of student work*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf
- Kozlow, M. (2008, Fall). Exploring the many layers of EQAO assessment data: Peeling the onion. *EQAO Connects*. Available at <http://www.eqao.com/eMagazine/2008/10/eMagazine.aspx?Lang=E>

Graphic organizers: Go to

- Ministry of Education of Ontario. (2003). Chapter 10. *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf
- Ministry of Education of Ontario. (2005). Appendices. *A guide to effective instruction in writing, kindergarten to Grade 3. Writing*. Available at http://www.eworkshop.on.ca/edu/pdf/Appendices_writing.pdf

Key instructional approaches: Go to

- pages 29–36 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf

Logical sequence: Go to

- pages 5.6–5.8 of Ministry of Education of Ontario. (2005). *A guide to effective instruction in writing, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Writing_%20K_3.pdf

Primary Division: Writing

List of Resources (continued)

Mentor texts: Go to

- page 42 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf
- Literacy and Numeracy Secretariat. (2009, October). *Engaging boys: Powerful possibilities for all learners* [Webcasts]. Available at <http://www.curriculum.org/secretariat/engaging/multimodal.shtml>
- Ministry of Education of Ontario. Online teaching resources available at <http://www.eworkshop.on.ca/edu/core.cfm>

Networked learning communities: Go to

- Dack, L., Earl, L., & Katz, S. (2009, Spring). Networked learning communities: Fostering learning for teachers and the students. *Principal Connections* 12(3). Available at <http://www.curriculum.org/secretariat/criticalpathways/files/TLCPKatzEarl.pdf>

Non-fiction writing: Go to

- pages 4–5 of Literacy and Numeracy Secretariat. (2008, March). *Capacity Building Series: Secretariat Special Edition 5: Non-fiction writing for the junior student*. Available at <http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf>

Revising and editing checklists: Go to

- Ministry of Education of Ontario. (2005). Appendix 6-4. Independent writing revising and editing checklist. *A guide to effective instruction in writing, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/pdf/Appendices_writing.pdf

Sentence fluency: Go to

- pages 1.17–1.19 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf

Storytelling: Go to

- Literacy and Numeracy Secretariat. (2009, October). *What Works? Research into Practice: Research Monograph 20. Storytelling and story writing*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Storytelling.pdf

Students with special education needs: Go to

- Ministry of Education of Ontario. (2005). *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>

Success criteria: Go to

- Ministry of Education of Ontario. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Teacher inquiry projects: Go to

- Ministry of Education of Ontario. (2004). *Me read? No way! A practical guide to improving boys' literacy skills*. Available at <http://www.edu.gov.on.ca/eng/document/brochure/merread/merread.pdf>
- Ministry of Education of Ontario. (2009, October). A variety of resources on boys' literacy available at <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>
- Literacy and Numeracy Secretariat. (2008, April). *What Works? Research into Practice: Research Monograph 12. Boys' underachievement: Which boys are we talking about?* Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf>

Teacher moderation: Go to

- pages 14–19 of Literacy and Numeracy Secretariat. (2006). *Facilitator's handbook: A guide to effective literacy instruction, Grades 4–6: Volume 2*. Available at http://www.curriculum.org/LNS/coaching/files/pdf/LiteracyHandbook_vol2.pdf
- Literacy and Numeracy Secretariat. (2007, September). *Capacity Building Series: Secretariat Special Edition 2. Teacher moderation: Collaborative assessment of student work*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf
- Literacy and Numeracy Secretariat. (2007, September 10). Teacher moderation: Collaborative assessment of student work. *Webcast for Educators*. Available at <http://www.curriculum.org/secretariat/september10.shtml>

Primary Division: Writing

List of Resources (continued)

Text forms: Go to

- pages 11–13 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf
- Literacy and Numeracy Secretariat. (2008, March). *Capacity Building Series: Secretariat Special Edition 5. Non-fiction writing for the junior student*. Available at <http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf>

Teaching-learning critical pathways: Go to

- Literacy and Numeracy Secretariat. (2008, June). *Capacity Building Series: Secretariat Special Edition 6. Teaching-learning critical pathways*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf

Towards an understanding of gender difference in literary achievement: Go to

- Klinger, D., Shulha, L. & Wade-Woolley, L. (2009). *Towards an understanding of gender differences in literacy achievement* (EQAO Research). Available at http://www.eqao.com/Research/pdf/E/Towards_an_Understanding_of_Gender_Differences_in_Literacy_Achievement.pdf

Visual anchor charts: Go to

- Education Quality and Accountability Office. (2008, Spring). Celebrating the success of an Ontario school. *EQAO Connects*. Available at <http://www.eqao.com/eMagazine/2008/05/eMagArticle.aspx?Lang=E&ArticleID=05&ItemID=21>

Writing exemplars: Go to

- Ministry of Education of Ontario. (1999). *The Ontario curriculum—Exemplars, Grades 1–8: Writing*. Available at <http://www.edu.gov.on.ca/eng/curriculum/elementary/writing18ex.pdf>

Writing frames: Go to

- page 20 of Ministry of Education of Ontario. (2004). *Me read? No way! A practical guide to improving boys' literacy skills*. Available at <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>

Writing process: Go to

- page 1.10–1.13 and 6.6 of Ministry of Education of Ontario. (2005). *A guide to effective instruction in writing, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Writing_%20K_3.pdf

Primary Division: Mathematics	Observations:	Strategies for Improvement:
Number Sense and Numeration	In 2010, students performed best on questions from this strand. Scorers of question 9 noted that students who were successful used T-charts or showed an organized list in their solution. In general, students demonstrated proficiency in totalling money amounts but had difficulty making change.	Encourage students to express their thinking in writing. Model complete solution processes. Continue to provide access to math manipulatives and instruction to support their use. Provide opportunities for students to connect addition with subtraction and multiplication with division.
Measurement	Students demonstrated knowledge of the relationships between units of time. Students continue to have difficulty with questions requiring them to order lengths recorded with different units (i.e., cm and m). Scorers of question 8 noted that students who were successful recorded lengths using the same units to make their comparison.	Continue to reinforce the difference between perimeter and area by teaching them simultaneously. Provide opportunities for students to solve real-life measurement problems. Include problems that require students to understand relationships between metres and centimetres.
Geometry and Spatial Sense	Scorers of question 7 noted that students who were unsuccessful did not give evidence of understanding the relationships between the areas of the pattern blocks. Scorers of question 25 noted that students who were successful justified their answers by drawing the lines of symmetry. Students had difficulty with question 33, which required them to identify a sequence of transformations.	Provide opportunities for students to compare the smallest to the largest number of pattern blocks needed to cover a shape and to explore the relationships between the pattern blocks. Continue to have students investigate transformations and identify them using the vocabulary "translation," "reflection" and "rotation." Reinforce and model the use of geometric language.
Patterning and Algebra	In 2010, students performed least well on questions from this strand. In general, students were able to extend numeric patterns. Students continue to have difficulty with questions involving the concept of equality in equations (questions 5 and 19).	Continue to provide students with opportunities to represent patterns using a number line, as in question 32. Continue to provide students with opportunities to investigate the concept of equality in simple equations as well as in equations with addends on both sides.
Data Management and Probability	In general, students were successful reading data presented in pictographs. Students had difficulty with question 28, which required an understanding of mode.	Continue to provide students with opportunities to explore the frequency of an outcome in simple probability games. Provide opportunities for students to solve problems involving mode with data presented in charts, tables and graphs.

Primary Division: Mathematics	Observations:	Strategies for Improvement:
Cognitive Skill	For the fourth consecutive year, students performed best on questions mapped to the cognitive skill Knowledge and Understanding and least well on those mapped to the cognitive skill Thinking.	Continue to model appropriate problem-solving strategies and provide students with opportunities to solve a variety of engaging problems. See the Four-Step Problem-Solving Model (pp. 12–13, <i>The Ontario Curriculum, Grades 1–8: Mathematics</i>). Provide instruction to help students organize the information in problems, including through the use of graphic organizers.
Students with Special Education Needs (Excluding Gifted)	Students with special education needs continue to perform consistently more than 10 percentage points below the general Grade 3 population in all strands, cognitive skills and question types.	Continue to differentiate instruction using the Universal Design for Learning for all students, but particularly for students with special education needs . Review the allowed accommodations listed in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i> , assign them to students individually and incorporate them into the students' regular programs.
English Language Learners	Overall, English language learners' performance was slightly below the general population in all strands and cognitive skills.	Continue to provide opportunities for English language learners to work in group settings to promote discussions and effective communication of their mathematical thinking.
Gender	In 2010, male and female students performed equally well on multiple-choice and open-response questions across all strands and skills, except Measurement, on which males performed slightly better.	Continue to provide opportunities for mixed-gender group work. Rotate roles in the group to give opportunities for all members to lead.

Primary Division: Mathematics

List of Resources

If you are reading the version of this document found on the EQAO Web site, www.eqao.com, please use the hyperlinks to the listed resources. Alternatively, except as noted, please

- go to www.eworkshop.on.ca;
- click “Numeracy Resources” under “Resources” and
- click “Expert Panel Reports/Guides to Effective Instruction” in the left-hand column.

The listed titles will appear on the right-hand side.

Concrete materials: Go to pages 19–24 of *Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario* at <http://www.edu.gov.on.ca/eng/document/reports/math/index.html>

Differentiated instruction: Go to

- pages 14–15 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/index.html>
- the webcast *Differentiating Mathematics Instruction* at <http://www.curriculum.org/secretariat/may28.shtml>

English language learners: Go to *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* at www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf

Expressions and equality: Go to pages 26–36 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Patterning and Algebra*

Four-step problem-solving model: Go to pages 36–38 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

Manipulatives: Go to pages 18–28 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Three, Classroom Resources and Management*

Mode: Go to pages 123–128 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Data Management and Probability*

Perimeter and area: Go to pages 121–134 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Measurement*

Problem-solving strategies: Go to pages 38–45 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

Promoting written communications: Go to pages 72–79 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

Shared mathematics: Go to pages 66–68 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume One, Foundations of Mathematics Instruction*

Think-pair-share, show and tell, co-operative problem solving: Go to pages 68–69 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

Three-dimensional figures: Go to

- pages 14–16 and 159–166 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Geometry and Spatial Sense*
- the webcast *Understanding Geometric Figures Through Drawing and Paper Folding* at <http://www.curriculum.org/secretariat/february6.shtml>

Universal Design for Learning: Go to pages 10–13 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

INFORMING PROFESSIONAL PRACTICE: JUNIOR DIVISION

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their knowledge and skills in reading, writing and mathematics. The suggestions are based on an analysis of students' performance on the 2009–2010 Assessment of Reading, Writing and Mathematics, Junior Division, as well as on those of the previous four school years (2005–2006 to 2008–2009), and on feedback from teachers who scored the 2009–2010 assessment.

The released 2009–2010 assessment booklets can be accessed on the EQAO Web site, www.eqao.com.

For more information on the skills assessed and the kinds of questions used to measure them, see the junior-division *Framework*, on the EQAO Web site.

For more information on the terms in bold print, refer to the list of resources at the end of this section.

Through a combination of multiple-choice and open-response questions about narrative, informational, poetic and graphic reading texts, the junior EQAO assessment focuses on three reading skills:

Reading Skill 1: understanding explicitly stated information and ideas

Reading Skill 2: understanding implicitly stated information and ideas

Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience

Observations, Strategies and Resources

Junior Division: Reading	Observations:	Strategies for Improvement:
Reading Skills	More Grade 6 students scored a Code 30 or 40 on open-response questions measuring Reading Skill 3 (making connections between the reading selection and their own knowledge and experience). Students did not perform as well on open-response questions measuring Reading Skill 2 (understanding implicitly stated information in a reading selection). Students performed better on multiple-choice questions measuring Skill 1 than on questions measuring Reading Skill 2 or 3, but performed better on Skill 2 than on Skill 3. Scorers observed that responses that received a Code 30 or 40 demonstrated reading comprehension by integrating specific and relevant information from the text without going beyond the space provided. Scorers also noted that in 2010 slightly fewer students used formulaic mnemonic organizers that lead to superficial extensions or accounts of personal experiences unrelated to the text. Students used the allotted answer space for additional textual support and for explanations linking such support to their argument.	Share learning goals and success criteria, such as those in EQAO's scoring guides for reading responses, at the outset of learning. Use the scoring rubrics and anchors available on the EQAO Web site to illustrate the reading comprehension required to score a Code 30 or 40 on open-response questions. Teach students how to make inferences by using stated and implied textual information and identifying where they need to make assumptions based on prior knowledge. Provide students with many opportunities to share responses to text in flexible student groups. Model how to attend to signal words to see organizational patterns in text (e.g., cause and effect, compare and contrast). Continue to use an effective literacy learning block. Support students in their use of before-, during- and after-reading strategies. Before reading, encourage students to activate prior knowledge by thinking about what they have learned that relates to the text (e.g., author, time period, genre, text form). During and after reading, model how to use text details as support. Use think-alouds to demonstrate how to provide reasons and interpretations and then go back to the text to find evidence that supports these ideas.

Junior Division: Reading	Observations:	Strategies for Improvement:
Overall Reading Expectations from the Curriculum	Grade 6 students performed best on questions measuring Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently). Students performed less well on questions measuring Overall Reading Expectation 1 (read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning) and Overall Reading Expectation 2 (recognize a variety of text forms, text features and stylistic elements and demonstrate an understanding of how they help communicate meaning). Note that Overall Expectation 3 is not assessed through open-response questions.	Continue to capitalize on students' strength in the skills required by Overall Expectation 3 by providing them with multiple opportunities to build reading vocabulary and to acquire content literacy vocabulary. Model how to apply a specific cueing system or strategy when reading a text. Give students the opportunity to demonstrate their ability to use words and cueing systems to read fluently (e.g., use words from oral vocabulary and grade-level texts, terminology used regularly in discussions and posted on anchor charts and words from shared-, guided- and independent-reading texts and resource materials in the curriculum subject areas). Model how students can use click or clunk to monitor their comprehension of vocabulary and ideas in reading selections. Engage students in deep thinking using a rich variety of text types and genres that contain supports for meaning and that communicate important concepts.
Text Types	Students performed best on the short narrative ("Overcome"). Their performances on the long narrative ("Living Fossils"), the graphic text ("Rubber Ducks"), the poem ("Husky Team") and the informational text ("Gordon Lightfoot") were similar.	Have students identify and discuss different elements of narrative, informational and graphic text (e.g., narrative: character, theme, main idea, setting). Teach students to recognize relationships between events or actions by looking for their consequences. Ensure that students can relate the general meaning to specific text and understand how each element helps readers to understand the text. Use literature circles to support student discussions. Provide many opportunities for students to work toward reading informational text independently. Model how to ask questions about the topic before reading and monitor comprehension during reading. Model rereading with a new strategy if students do not comprehend the text. Model how to attend to signal words to see organizational patterns in text (e.g., cause and effect, compare and contrast). Continue to use poetry to encourage students to develop meaning, expand their vocabulary, make inferences, identify the main idea, make judgments and draw conclusions. Use shared reading lessons with a whole class or with a small group to engage students in poetry.
Question Types	For the past five years, students have performed better on multiple-choice questions than on open-response questions when demonstrating reading comprehension.	During discussions, emphasize questions that promote understanding and teach students to ask themselves questions as they read in order to achieve an accurate and full understanding of the content. Encourage students to develop their open-response answers using key terms from the question. Use reciprocal teaching to help students clarify their thinking and summarize the main idea and key messages.

Junior Division: Reading	Observations:	Strategies for Improvement:
Question Types (continued)	This year scorers reported that students who received the top codes (Code 30 and 40) in reading often used some words from the question to focus their answers and consistently provided specific and relevant details from the text to support their answers. Students who explained the relationship between their support and the rest of their answer received higher scores. Scorers reported that some students appeared to have misunderstood some questions. For example, some answered a question about how dialogue helps develop the reader's understanding of a character by explaining what dialogue is.	Continue to teach strategies for locating information and determining its importance, such as skimming and scanning, using text features, recognizing signal words and using the structure of the text, for clues to meaning. Engage in teacher moderation as part of the teaching-learning critical pathways to help develop understanding of what makes an open-response question effective. After identifying student learning needs, use networked learning communities to establish a focus for teacher thinking and practice.
Gender	Consistent with past years, in 2010, girls outperformed boys on all open-response questions related to all texts. Boys outperformed girls on a third of multiple-choice questions. The percentage of male students at or above the provincial standard in reading has increased over the past five years. Similar to the rest of the population, boys performed best on the short narrative ("Overcome") and did equally well on all other text types. The gender gap was smallest on the graphic text ("Rubber Ducks").	Continue to help male students develop literacy skills across all subject areas by explicitly teaching the processes that effective readers use. Use technology and hands-on activities to engage male students. Allow time for social interaction and talk by having students work together to complete graphic organizers such as concept maps. Adopt practices identified in <i>Towards an Understanding of Gender Differences in Literacy Achievement</i>, an EQAO research study examining strategies employed by schools with small gender gaps in assessment results, as follows: set high academic and behavioural expectations regardless of gender or background; develop consistent standards and understanding of effective literacy instruction among teachers of all subjects, informed by practice and research; foster positive attitudes toward reading; and use male role models to promote literacy as part of school culture. Review recent Ministry "Supports for Boys' Literacy" resources for strategies to engage male students, improve their literacy skills, and have a positive impact on all students (e.g., literature circles, differentiated instruction).
English Language Learners	English language learners performed as well on questions assessing Overall Reading Expectation 1 as on those assessing Overall Reading Expectation 3. The largest gap between the general population and English language learners occurred on Overall Reading Expectation 3. Note that Overall Expectation 3 is not assessed through open-response questions. The percentage of English language learners at or above the provincial standard in reading has increased over the past five years.	Support English language learners with purposeful talk during the literacy learning block to build on prior knowledge, and scaffold their learning. Focus on strategies to expand academic language for English language learners and all students. Expose English language learners to texts with increasingly complex ideas and vocabulary. Use researched-based strategies (e.g., direct vocabulary instruction and making inferences from context) to strengthen the vocabulary of English language learners. Continue to incorporate visual tools (e.g., concept maps), vocabulary tools (e.g., word charts) and scaffolds (e.g., paragraph frames) to assist English language learners and students with special education needs across all subject areas.

Junior Division: Reading	Observations:	Strategies for Improvement:
Students with Special Education Needs (Excluding Gifted)	As did the general population, students with special education needs performed best on questions measuring Overall Reading Expectation 3. The gap between the general population and students with special education needs was consistent across all overall reading expectations. The percentage of students with special education needs at or above the provincial standard in reading has increased over the past five years.	Continue to use differentiated instruction when working with students with special education needs. Provide all students with the opportunity to use the booklets available on the EQAO Web site to practise responding to the assessment questions. Encourage students to attempt all questions within the expected timelines.

Through a combination of multiple-choice questions, and short- and long-writing tasks, the junior division assessment focuses on the following writing skills:

- Topic Development
 - Content—developing a main idea with sufficient supporting details
 - Organization—organizing information and ideas in a coherent manner and
- Conventions—use of spelling, grammar, punctuation

Observations, Strategies and Resources: Writing

Junior Division: Writing	Observations:	Strategies for Improvement:
Writing Skills	For the past five years, students have performed better on questions measuring their use of conventions than on questions measuring topic development. Students have had the most difficulty on multiple-choice questions measuring their ability to organize information and ideas in a coherent manner. Scorers reported that responses that used effective opening and concluding sentences and that linked ideas in a logical and coherent order usually received a Code 30 or 40. Written work that provided a list of unrelated ideas or a list of ideas without supporting details generally did not receive the top scores. For example, for the short-writing prompt that asked students to give instruction for preparing for and taking a test, responses that received a Code 20 usually offered general advice and were minimally developed.	Help students understand the learning goals and the success criteria (e.g., those in EQAO's scoring guides for short- and long-writing tasks and the Ministry's writing exemplars) for all learning tasks. Design classroom assessments and common criteria that reflect successful student work. Gather evidence of student needs by observing and assessing students. Share this evidence as well as the EQAO rubrics and anchors with students, so they are aware of what is expected of them. Use teacher moderation as part of the teaching-learning critical pathways to facilitate the use of consistent criteria and terminology. Ask students to score responses using the generic scoring rubrics (available on the EQAO Web site) and to compare and explain their scores. After identifying student learning needs, use networked learning communities to establish a focus for teacher thinking and practice. Continue to use key instructional approaches, including modelled- and shared-writing mini-lessons. Explain that good writers reflect on and develop their skills, or their craft, to become more effective. Develop mini-lessons designed to meet student needs. Use craft of writing topics, such as effective leads, voice, complex sentence structure, idea sequencing and closing sentences. Model how to generate ideas related to a topic, select relevant supporting details and organize and present them in complete sentences. Provide many opportunities for students to write independently and to reflect on what they and others have written. Use conventions of writing mini-lessons to explicitly teach conventions expected in the curriculum to the entire class. Focus on basic sentence structure while teaching the use of commas and quotation marks. Provide opportunities for students to revise and edit samples of work as a group. Model how to generate ideas related to a topic, select relevant supporting details and organize and present them in complete sentences. Use mentor texts as examples to demonstrate how to elaborate using descriptive language. Explicitly share and discuss in detail models of good writing, pointing out elements such as sentence structure, paragraphing and vocabulary, so that students become aware of the choices that the writer has made. Have students assess sample work and decide on next steps to improve it.

Junior Division: Writing	Observations:	Strategies for Improvement:
Overall Writing Expectations from the Curriculum	As in past years, students performed well on Writing Expectation 3 (apply knowledge of language conventions and present written work effectively). Students were slightly less successful on questions measuring Overall Writing Expectation 1 (develop and organize content) and Overall Writing Expectation 2 (use knowledge of form and style in writing).	Encourage the use of graphic organizers to outline the beginning, middle and end of a piece of writing; to group main ideas and supporting details into well-organized units; and to ensure that the answer fits in the space provided for it. Continue to provide opportunities for students to develop endurance for longer writing tasks. Use on-demand writing prompts regularly, and model how to generate a few relevant ideas and adequately develop them with specific and relevant supporting details as opposed to simply listing several underdeveloped ideas and details.
Question and Writing Task Types	As in 2008 and 2009, students were less successful on open-response questions measuring topic development than on multiple-choice questions measuring the same skill. Students' overall performance with respect to topic development was better on the two short-writing tasks than on the long writing task and similar on both short-writing tasks. Students performed about equally well on conventions for both the short- and long-writing prompts.	Continue to work with students on the written text forms required by the curriculum, and model how to organize writing in each. Model careful reading of the writing prompts, with a focus on using a highlighter to identify the topic, written form, purpose and audience. Continue to give students opportunities to explore their interests, lives and world beyond the classroom through non-fiction writing. Model the selection and organization of ideas, and have students work in small groups as they keep in mind their purpose (i.e., to explain, persuade, describe or inform) and the audience they are addressing. Demonstrate how to maintain focus in longer writing tasks. Give students lots of opportunity to practise writing with a clear focus.
Gender	Over the past five years, female students have consistently outperformed male students on most multiple-choice writing questions and on all the short- and long-writing tasks. However, the percentage of male students at or above the provincial standard in writing has increased over the past five years.	Conference with students to provide feedback on their writing to assist them in making the connection between the criteria they satisfied and those they did not. Show students examples of high-quality responses that use a variety of words and phrases, and continue to reinforce the use of descriptive language and the addition of adjectives and adverbs to sentences. Teach students the structure of a written response, such as beginning, middle and end for narratives. Use writing frames as a starting point for male students to structure a written response and then move them beyond using these mechanically to organizing their writing organically. Continue to use classroom practices proven by teacher inquiry projects to improve boys' literacy achievement, such as social interaction before writing. Encourage students to explore the roles of males and females in texts, and what it means to be literate as girls and boys. Continue to provide a variety of writing topics that are of interest to both genders. Make reading and writing an engaging focus in the classroom in all subjects. Adopt practices identified in <i>Towards an Understanding of Gender Differences in Literacy Achievement</i>, an EQAO research study.

Junior Division: Writing	Observations:	Strategies for Improvement:
English Language Learners	The percentage of English language learners at or above the provincial standard in writing has increased over the past five years. Although English language learners have not performed as well as the general population, the gap between results of the two groups has decreased over the years. English language learners' pattern of relative strengths and weaknesses has been similar to that of the general population. As was true for the general population, English language learners performed better on the two short-writing tasks than on the long-writing task and better on the use of conventions than on topic development for the short- and long-writing tasks.	To assist English language learners, continue to incorporate visual tools (e.g., paragraph frames) for all subject areas. Provide opportunities for students to communicate, orally and in writing, in their home language to brainstorm, rehearse and plan ideas for writing. Engage all students, including English language learners, in storytelling, as talking about their writing will help students rehearse and revise stories.
Students with Special Education Needs (Excluding Gifted)	The percentage of students with special education needs at or above the provincial standard has increased over the past five years, and overall, their pattern of relative strengths and weaknesses has been similar to that of the general population. However, students with special education needs have not performed as well as the general population. As in 2008–2009, students with special education needs performed better on the two short-writing tasks than on the long-writing task and better on the use of conventions than on topic development in the short- and long-writing tasks. As was true for the general population, students with special education needs had the most difficulty responding to multiple-choice questions measuring the second writing skill (organizing information and ideas in a coherent manner), but their results were much lower than those of the general population: depending on the question, only a third to a half of students with special education needs chose the correct response. On average, over three-quarters of special education needs students haven't reached Code 30 on the topic development rubric for the writing tasks.	Encourage students with special education needs to use assistive technologies for idea generation, organization and completion of writing tasks whenever possible. Use differentiated instruction to address students' varied needs (e.g., small-group-focused lessons, graphic organizers and guided practice).

Junior Division: Reading

List of Resources

If you are reading the version of this document found on the EQAO Web site, www.eqao.com, please use the hyperlinks to the listed resources. Alternatively, except as noted, please

- go to www.eworkshop.on.ca;
- click "Literacy Resources" under "Resources" and
- click "Expert Panel Reports/Guides to Effective Instruction" in the left-hand column.

The listed titles will appear on the right-hand side.

Academic language: Go to

- pages 24–25 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 5. Reading*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf

Activating prior knowledge: Go to

- page 88 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 5. Reading*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf

Before-, during- and after-reading strategies: Go to

- page 24 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 5. Reading*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf

Clink or clunk: Go to

- page 55 of Ministry of Education of Ontario. (2006). *A guide to effective literacy instruction, Grades 4 to 6: Volume 1. Junior Learner*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_1_Pt1_Junior_Learner.pdf

Concept maps: Go to

- pages 14–15 of Ministry of Education of Ontario. (2005). *Education for all: The report of the expert panel on literacy and numeracy, instruction for students with special education needs, kindergarten to Grade 6*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>
- Literacy and Numeracy Secretariat. (2006, September 28). Building upon our successes. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/september28.shtml>

Content literacy: Go to

- Literacy and Numeracy Secretariat. (2008, May). *What Works? Research into Practice: Research Monograph 13. Content literacy*. Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/contentLiteracy.pdf>
- Literacy and Numeracy Secretariat. (2010, February). *What Works? Research into Practice: Research Monograph 26. Science and literacy in the elementary classroom*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_science_literacy.pdf

Cueing systems: Go to

- page 16 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 5. Reading*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf

Deep thinking: Go to

- Literacy and Numeracy Secretariat. (2007, November 29). *Critical literacy. Webcasts for Educators*. Available at <http://www.curriculum.org/cgi-bin/search/searchDisplayPages.pl?format=shtml&topic=%20deep%20thinking&url=%2fsecretariat%2fnovember29.shtml&dev=&lang=0>
- pages 17 and 33–35 of Ministry of Education of Ontario. (2004). *Literacy for learning: The report of the expert panel on literacy in Grades 4 to 6 in Ontario*. Available at <http://www.edu.gov.on.ca/eng/document/reports/literacy/panel/literacy.pdf>

Differentiated instruction: Go to

- Ministry of Education of Ontario. (2008). Various resources available through the "Student success: Differentiated instruction" Web site: Available at <http://www.edugains.ca/newsite/di/difinstgains.htm>
- Ministry of Education of Ontario (2009, June). Chapter 2. *Learning for all, K–12*. Available at http://www.ontariodirectors.ca/L4All/L4A_en_downloads/LearningforAll%20K-12%20draft%20.pdf

Junior Division: Reading

List of Resources (continued)

Engage male students: Go to

- Literacy and Numeracy Secretariat. (2009, October). *Engaging boys: Powerful possibilities for all learners* [Webcasts]. Available at <http://www.curriculum.org/secretariat/engaging/index.shtml>
- Ministry of Education of Ontario. Supports for boys' literacy resources. Available at <http://edugains.ca/newsite/literacy/boysliteracy.htm>

English language learners: Go to

- Literacy and Numeracy Secretariat. (2009, October). *Capacity Building Series: Secretariat Special Edition 11. A world of words: Enhancing vocabulary development for English language learners*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf
- pages 23–26 of Ministry of Education. (2005). *Many roots, many voices: Supporting English language learners in every classroom*. Available at <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>;
- Literacy and Numeracy Secretariat. (2005, December 7). *Teaching and learning in multilingual Ontario. Webcasts for Educators*. Available at <http://www.curriculum.org/cgi-bin/search/searchPages.pl>

Graphic organizers: Go to

- page 50 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf

Literacy learning blocks: Go to

- Literacy and Numeracy Secretariat. (2007, May). *What Works? Research into Practice: Special Edition 1. Learning blocks for literacy and numeracy*. Available at http://www.curriculum.org/LNS/coaching/files/pdf/WhatWorks_May07.pdf
- Ministry of Education of Ontario. (2006). *Timetabling. A guide to effective literacy instruction, Grades 4 to 6: Volume 3. Planning and classroom management* (pp. 45–50). Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_3_Planning.pdf

Literature circles: Go to

- Literacy and Numeracy Secretariat. (2009, December). *Literature Circles Webcast*. Available at <http://www.curriculum.org/secretariat/circles/index.shtml>
- pages 7.19–7.23 of Ministry of Education of Ontario. (2003). *A guide to effective instruction in reading, kindergarten to Grade 3*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf

Locating information: Go to

- pages 47–48 of Ministry of Education of Ontario. (2006). *A guide to effective literacy instruction, Grades 4 to 6: Volume 1. Junior learner*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_1_Pt1_Junior_Learner.pdf
- Ministry of Education of Ontario. (2008). *Sample Lesson 2.1: Identifying the main idea and the author's purpose. A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading* (pp. 32–39). Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf

Make inferences: Go to

- Literacy and Numeracy Secretariat. (2004). *Literacy Series: Module 1. Comprehending in action: Inferring* [PowerPoint presentation]. Available at <http://www.curriculum.org/LNS/coaching/profresources.shtml>

Networked learning communities: Go to

- Dack, L., Earl, L., and Katz, S. (2009, Spring). *Networked learning communities: Fostering learning for teachers and the students. Principal Connections 12(3)*. Available at <http://www.curriculum.org/secretariat/criticalpathways/files/TLCPKatzEarl.pdf>

Poetry: Go to

- Literacy and Numeracy Secretariat. (2007, October). *What Works? Research into Practice: Research Monograph 7. Poetry: A powerful medium for literacy and technology development*. Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Hughes.pdf>
- Pages 111–114 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf

Junior Division: Reading

List of Resources (continued)

Questions that promote understanding: Go to

- pages 40–41 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf

Reciprocal teaching: Go to

- Literacy and Numeracy Secretariat. (2009, January 30). Teaching for understanding: Summarization. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/january30TU.shtml>
- Literacy and Numeracy Secretariat. (2006, October 25). Effective instruction in reading comprehension. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/october25.shtml>
- Snowball, D. (2005). Reciprocal teaching session. *Teaching comprehension 3–6* [CD-ROM]. Melbourne: Education Services Australia. Available at <http://www.curriculum.org/secretariat/files/Oct25teaching.pdf>
- Literacy and Numeracy Secretariat. (2006, October 25). Effective instruction in reading comprehension. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/october25.shtml>

Shared reading: Go to

- Ministry of Education of Ontario. Learning module on shared reading. Available at <http://eworkshop.on.ca/edu/core.cfm?p=main&modColour=1&modID=21&m=111&L=1>

Shared-, guided- and independent-reading texts: Go to

- pages 60–85 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf
- Literacy and Numeracy Secretariat. (2007, May). *Learning blocks for literacy and numeracy*. Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/LearningBlocks.pdf>

Signal words: Go to

- pages 40–41 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf

Social interaction and talk: Go to

- pages 32–37 of Ministry of Education of Ontario. (2009). *Me read? And how! Ontario teachers report on how to improve boys' literacy skills*. Available at http://www.edu.gov.on.ca/eng/curriculum/meRead_andHow.pdf

Success criteria: Go to

- Ministry of Education of Ontario. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Summarize: Go to

- Literacy and Numeracy Secretariat. (2009, January 30). Teaching for understanding: Summarization. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/january30TU.shtml>
- pages 32–35 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf

Support: Go to

- pages 34–38 of Ministry of Education of Ontario. (2006). *A guide to effective literacy instruction, Grades 4 to 6: Volume 3. Planning and classroom management*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_3_Planning.pdf

Teacher moderation: Go to

- pages 14–19 of Literacy and Numeracy Secretariat. (2006). *Facilitator's handbook: A guide to effective literacy instruction, Grades 4–6: Volume 2*. Available at http://www.curriculum.org/LNS/coaching/files/pdf/LiteracyHandbook_vol2.pdf
- Literacy and Numeracy Secretariat. (2007, September). *Capacity Building Series: Secretariat Special*

Junior Division: Reading

List of Resources (continued)

Edition 2. Teacher moderation: Collaborative assessment of student work. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf

- Literacy and Numeracy Secretariat. (2007, September 10). *Teacher Moderation: Collaborative assessment of student work. Webcasts for Educators.* Available at <http://www.curriculum.org/secretariat/september10.shtml>

Teaching-learning critical pathways: Go to

- Literacy and Numeracy Secretariat. (2008, June). *Capacity Building Series: Secretariat Special Edition 6. Teaching-learning critical pathways.* http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf.
- Literacy and Numeracy Secretariat. (2009, November). *Teaching-learning critical pathways* [Webcast]. Available at <http://www.curriculum.org/secretariat/criticalpathways/home.shtml>

Text types and genres: Go to

- Text, features, forms and genres. Available at <http://www.curriculum.org/secretariat/files/Oct25TextFeatures.pdf>

Think-alouds: Go to

- Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 5. Reading.* Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_5_Reading.pdf
- pages 44–47 and 56–59 of Ministry of Education. *Think literacy: Cross-curricular approaches, Grades 7–12.* (n.d.). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>

Towards an understanding of gender differences in literacy achievement: Go to

- Klinger, D., Shulha, L., & Wade-Woolley, L. (March 2009). *Towards an understanding of gender differences in literacy achievement* (EQAO Research). Available at http://www.eqao.com/Research/pdf/E/Towards_an_Understanding_of_Gender_Differences_in_Literacy_Achievement.pdf.

Vocabulary: Go to

- Literacy and Numeracy Secretariat. (2009, October). *Capacity Building Series: Secretariat Special Edition 11. A world of words: Enhancing vocabulary development for English language learners.* Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf

Junior Division: Writing

List of Resources

If you are reading the version of this document found on the EQAO Web site, www.eqao.com, please use the hyperlinks to the listed resources. Alternatively, except as noted, please

- go to www.eworkshop.on.ca;
- click “Literacy Resources” under “Resources” and
- click “Expert Panel Reports/Guides to Effective Instruction” in the left-hand column.

The listed titles will appear on the right-hand side.

Assistive technologies: Go to

- Chapter 10 of Ministry of Education of Ontario. (2005). *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>

Conferencing: Go to

- pages 25–27 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf

Conventions of writing: Go to

- page 21 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf

Craft of writing: Go to

- page 20 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf

Differentiated instruction: Go to

- Literacy and Numeracy Secretariat. (2006, March 29). Differentiated instruction: Continuing the conversation. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/march29.shtml>
- Ministry of Education of Ontario. (2008). Various resources available through the “Student Success: Differentiated Instruction” Web site: <http://www.edugains.ca/newsite/di/difinstgains.htm>
- Literacy and Numeracy Secretariat. (2008, May 2). High-yield strategies to improve student learning: Differentiated writing instruction. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/may2.shtml>

English language learners: Go to

- pages 1 and 3–8 of Ministry of Education of Ontario. (2006). *A guide to effective literacy instruction, Grades 4 to 6: Volume 3. Planning and classroom management*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_3_Planning.pdf
- pages 23–26 of Ministry of Education of Ontario. (2005). *Many roots, many voices: Supporting English language learners in every classroom*. Available at <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>
- Literacy and Numeracy Secretariat. (2005, December 7). Teaching and learning in multilingual Ontario. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/december7.shtml>

Focus: Go to

- pages 76–80 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf

Gather evidence: Go to

- Literacy and Numeracy Secretariat. (2007, September). *Teacher moderation: Collaborative assessment of student work*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf
- Kozlow, M. (2008, Fall). Exploring the many layers of EQAO assessment data: Peeling the onion. *EQAO Connects*. Available at <http://www.eqao.com/eMagazine/2008/10/eMagazine.aspx?Lang=E>

Graphic organizers: Go to

- page 50 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf

Junior Division: Writing

List of Resources (continued)

- the resources at www.eworkshop.on.ca
 - Ministry of Education of Ontario. (2009). *The road ahead: Boys' literacy teacher inquiry report, 2005 to 2008*. Available at http://www.edu.gov.on.ca/eng/curriculum/RoadAhead2009_Supplement.pdf;
- Key instructional approaches:** Go to
- pages 29–36 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf
- Male students:** Go to
- pages 17–21 and 37–38 of Ministry of Education of Ontario. (2004). *Me read? No way! A practical guide to improving boys' literacy skills*. Available at <http://www.edu.gov.on.ca/document/brochure/meread/meread.pdf>
 - Various Ministry of Education resources on boys' literacy: <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>
- Mentor texts:** Go to
- page 42 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4–6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf
 - Literacy and Numeracy Secretariat. (2008, October). *Engaging boys: Powerful possibilities for all learners* [Webcasts]. Available at <http://www.curriculum.org/secretariat/engaging/multimodal.shtml>
- Networked learning communities:** Go to
- Dack, L., Earl, L., and Katz, S. (2009, Spring). Networked learning communities: Fostering learning for teachers and the students. *Principal Connections* 12(3). Available at <http://www.curriculum.org/secretariat/criticalpathways/files/TLCPKatzEarl.pdf>
- Non-fiction writing:** Go to
- Literacy and Numeracy Secretariat. (2008, April 18). Non-fiction writing. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/april18.shtml>
 - Literacy and Numeracy Secretariat. (2008, May 2). High-yield strategies to improve student learning: Reading conference: Text structure. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/may2.shtml>
 - Literacy and Numeracy Secretariat. (2009, April 21). Quality teaching: It's intentional. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/april21.shtml>
- Storytelling:** Go to
- Literacy and Numeracy Secretariat. (2009, October). *What Works? Research into Practice Series: Research Monograph 20. Storytelling and story writing*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WWW_Storytelling.pdf
- Students with special education needs:** Go to
- Ministry of Education of Ontario. (2005). *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>
- Success criteria:** Go to
- Ministry of Education of Ontario. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Teacher inquiry projects:** Go to
- Ministry of Education of Ontario. (2004). *Me read? No way! A practical guide to improving boys' literacy skills*. Available at <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>
 - Various Ministry of Education resources on boys' literacy: <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>
 - Literacy and Numeracy Secretariat. (2008, April). *What Works? Research into Practice: Research Monograph 12. Boys' underachievement: Which boys are we talking about?* Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf>

Junior Division: Writing

List of Resources (continued)

Teacher moderation: Go to

- pages 14–19 of Literacy and Numeracy Secretariat. (2006). *Facilitator's handbook: A guide to effective literacy instruction, Grades 4–6: Volume 2*. Available at http://www.curriculum.org/LNS/coaching/files/pdf/LiteracyHandbook_vol2.pdf
- Literacy and Numeracy Secretariat. (2007, September). *Capacity Building Series: Secretariat Special Edition 2. Teacher moderation: Collaborative assessment of student work*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf
- Literacy and Numeracy Secretariat. (2007, September 10). Teacher Moderation: Collaborative assessment of student work. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/september10.shtml>

Teaching-learning critical pathways: Go to

- Literacy and Numeracy Secretariat. (2008, June). *Capacity Building Series: Secretariat Special Edition 6. Teaching-learning critical pathways*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf
- Literacy and Numeracy Secretariat. (2009, November). *Teaching-learning critical pathways* [Webcast]. Available at <http://www.curriculum.org/secretariat/criticalpathways/home.shtml>

Text forms: Go to

- pages 11–13 of Ministry of Education of Ontario. (2008). *A guide to effective literacy instruction, Grades 4 to 6: Volume 6. Writing*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf
- Literacy and Numeracy Secretariat. (2008, March). *Capacity Building Series: Secretariat Special Edition 5, Non-fiction writing for the junior student*. Available at <http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf>

Towards an understanding of gender differences in literacy achievement: Go to

- Klinger, D., Shulha, L., & Wade-Woolley, L. (March 2009). *Towards an understanding of gender differences in literacy achievement* (EQAO Research). Available at http://www.eqao.com/Research/pdf/E/Towards_an_Understanding_of_Gender_Differences_in_Literacy_Achievement.pdf

Writing exemplars: Go to

- Ministry of Education of Ontario. (1999). *The Ontario curriculum—Exemplars, Grades 1–8: Writing*. Available at <http://www.edu.gov.on.ca/eng/curriculum/elementary/writing18ex.pdf>

Writing frames: Go to

- page 20 of Ministry of Education of Ontario. (2004). *Me read? No way! A practical guide to improving boys' literacy skills*. Available at <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>

Junior Division: Mathematics	Observations:	Strategies for Improvement:
Number Sense and Numeration	Students continue to ignore the order of operations and simplify expressions from left to right. Scorers noted that successful solutions to question 28 showed a correct determination of unit rate (either dollars per minute or minutes per dollar).	Provide students with opportunities to explore the need for a standard order of operations. Continue to provide students with opportunities to investigate and compare unit rates.
Measurement	Students continue to struggle with problems that require conversions from square metres to square centimetres. Students were successful on questions involving the area of a parallelogram. Most students (63%) were unsuccessful in determining the area of the unshaded part of the triangle in question 10. Scorers noted that students demonstrated a misunderstanding of the formula for the area of a triangle (e.g., they forgot to divide by two or had trouble identifying the height of the triangle).	Provide students with opportunities to investigate the relationship between square centimetres and square metres. Provide students with opportunities to investigate the relationships among the areas of parallelograms (including rectangles) and triangles in order to develop the formula for area.
Geometry and Spatial Sense	Students continue to be successful on multiple-choice questions involving one transformation. Students had greater difficulty with questions involving multiple transformations.	Continue to provide opportunities for students to reflect, translate and rotate shapes and analyze the results.
Patterning and Algebra	For the fourth consecutive year, students performed best on questions in this strand. Students continue to perform well on questions requiring them to extend patterns. Students performed less well on questions that required them to go beyond the extension of the pattern (e.g., to represent values in a table of values with ordered pairs [question 2]).	Provide opportunities for students to solve problems that require the extension of a pattern.

Junior Division: Mathematics	Observations:	Strategies for Improvement:
Data Management and Probability	Students showed improvement on questions in this strand in 2010. Overall, students were successful demonstrating an understanding of mean (question 9). Students struggled to read data presented in stem-and-leaf plots.	Continue to provide opportunities for students to read, interpret and organize data in stem-and-leaf plots.
Cognitive Skill	For the third consecutive year, students performed best in the cognitive skill Knowledge and Understanding and least well in the skill Thinking. Students continue to have difficulty with multi-step problems. For multiple-choice questions, the incorrect answers that students chose suggest that they answered without fully understanding what the question was asking.	Continue to model appropriate problem-solving strategies and provide students with opportunities to solve a variety of engaging problems. See the Four-Step Problem Solving Model (pp. 12–13 in <i>The Ontario Curriculum, Grades 1–8: Mathematics</i>). Provide instruction to help students organize the information in problems, including through the use of graphic organizers.
Students with Special Education Needs (Excluding Gifted)	Students with special education needs continue to perform consistently more than 10 percentage points below the general Grade 6 population in all strands, cognitive skills and question types.	Continue to differentiate instruction using the Universal Design for Learning for all students, but particularly for those with special education needs. Review the allowed accommodations listed in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i>, assign them to students individually and incorporate them into the students' regular programs.
English Language Learners	The performance of English language learners shows a similar pattern of relative strengths and weaknesses to those of the general Grade 6 population in all strands, cognitive skills and question types.	Continue to provide opportunities for English language learners to work in group settings to promote discussions and effective communication of their mathematical thinking.
Gender	In 2010, female and male students performed equally well overall on multiple-choice and open-response questions.	Continue to provide opportunities for mixed-gender group work. Rotate roles in the group to give opportunities for all members to lead.

Junior Division: Mathematics

List of Resources

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- click “Numeracy Resources” under “Resources” and
- click “Expert Panel Reports/Guides to Effective Instruction” in the left-hand column.

The listed titles will appear on the right-hand side.

English language learners: Go to *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* at <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>

Estimation strategies: Go to pages 25–26 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Number Sense and Numeration, Grades 4 to 6: Volume 1, The Big Ideas*

Parallelograms: Go to pages 33–34 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Data Management and Probability, Grades 4 to 6*

Problem-solving strategies: Go to pages 38–45 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication*

Proportional reasoning: Go to pages 41–45 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Number Sense and Numeration, Grades 4 to 6: Volume 1, The Big Ideas*

Transformations: Go to pages 66–72 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Geometry and Spatial Sense, Grades 4 to 6*

Universal Design for Learning: Go to pages 10–13 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>

Case Studies:
Schools on the Journey
of Learning

Case Studies: Schools on the Journey of Learning

OBSERVATIONS FROM THE FIELD

The release of EQAO data has become a catalyst for annual reflection and discussion among Ontario's educators. While the assessments themselves mark the end of a cycle of instruction, learning and evaluation, the analysis of EQAO results marks the beginning of a cycle of improvement planning across our school communities.

Once again, EQAO is pleased to profile 13 elementary school communities from across the province that are using provincial assessment results as evidence contributing to their own improvement planning. The profiled schools are at various stages in their own journey of learning and continuous improvement. They are all representative of the dedicated school communities that can be found right across Ontario. The schools are notable for their leadership, proactive initiatives, positive attitude and sincere efforts to help every child succeed. These are schools that have adopted an action plan based on their unique circumstances and work toward improved student outcomes.

The collection of these stories provides yet another opportunity for EQAO to engage the education community. Working with the stories is an enriching experience that also gives schools an opportunity to pause and reflect on what they have accomplished and where they want to go. We are pleased to shine the spotlight on the dedication of these schools and trust that the strategies they have put in place can serve as inspiration for other schools across the province.

Some of the common themes that schools identify as factors in addressing the literacy and numeracy needs of students are professional learning communities; data-driven decision making; a whole-school approach to literacy, numeracy and student achievement; small-group learning for literacy and numeracy; differentiated instruction; high-quality teaching; early intervention; tracking of all student progress; parental involvement; the coordination of school and board improvement planning; and implementing Ministry of Education initiatives.

Discovery Junior Public School

YORK REGION DISTRICT SCHOOL BOARD

Student population: 633; Grades: JK–8; Principal: Angelina Faraone

Discovery Public School has a highly diverse population and is a designated Performance Plus school. The school therefore receives additional board funding to implement programs to meet the socio-economic challenges of the school community. More than a third of the students are English language learners. Discovery's 68 students identified with special education needs are fully integrated into regular classes. Special-education resource teachers (SERTs) spend 51% of their day in these classes and plan teaching units with classroom teachers. Non-identified students benefit from the additional classroom support.

The York Region District School Board uses EQAO cohort data to assess the impact of school improvement planning. By examining the Grades 3 and 6 trends, staff can see the value of various instructional strategies and can direct their efforts accordingly.

Using a board template, SERTs utilized the data warehouse to compile student profiles for the integrated children. These profiles contain EQAO data, report card data, attendance patterns, PM Benchmarks data, DRA data, psychological, speech and language reports and running records that are done every two weeks, as well as an outline of students' needs and learning styles. SERTs now use a modified template to create profiles for all students.

Principal Angelina Faraone says: "The profiles allow for differentiated instruction and program delivery. With a third of the class identified and others struggling, staff need to adopt a 'multiple intelligences' model when planning their culminating tasks. This is validating for the children and they see themselves as successful learners."

Grade team partners and SERTs have regular case management meetings. Teachers present students having difficulties. Assessments and samples of work are reviewed.



Robert Dunn (superintendent), Angelina Faraone (principal), Dina Winter, Maria Brancato, Rosemary Nacini, Gwen Emmerson (vice-principal)

Staff share strategies and best practices. If children have difficulties demonstrating their learning, teachers ask effective questions, model answers and use the "talk partners" strategy. Students are engaged and reveal high-level thinking.

Principal Faraone says: "If students need accommodations to assist them in their learning, we ensure these accommodations are available every day in their regular classrooms as well as for the EQAO assessment. It goes back to equity for the children. We are very proactive in addressing the needs of our students."

In June, a transition form that includes a growth plan for each child is compiled and provided for the next year's teacher. EQAO and DRA data and information on the learning styles of the child are included to complete the big picture. The previous teacher also advises the new teacher about successful teaching strategies. This practice ensures continuity, and teaching and learning begin on the first day of school.

"The profiles allow for differentiated instruction and program delivery. With a third of the class identified and others struggling, staff need to adopt a 'multiple intelligences' model when planning their culminating tasks. This is validating for the children and they see themselves as successful learners."

Angelina Faraone, principal

Discovery is a busy place after school, with a homework program, a boys' and girls' club and a drop-in centre. The school has a breakfast and lunch program. At lunch, students help make sandwiches and enjoy talking to the supervising teachers in a relaxed social setting.

Caregivers are encouraged to attend the Early Years program and become familiar with the school. Parents are invited to a "Snuggle Up and Read" night. Multilingual teachers make presentations in Hindi, Urdu, Vietnamese, Tamil and Korean on how to encourage a love of reading. The school also provides dual-language books.

The school library is open regularly throughout the summer because there is no public library available. In June, a package in multiple languages is sent home, reminding parents to keep their children reading over the summer.

A literacy program was introduced to help students retain their reading skills over the summer. For three weeks, Discovery hosts a "Team Camp" for students identified as needing additional support. A literacy block in the morning is followed by a parks and recreation program. Research indicates that these children make substantial gains.

Teachers want equity of opportunity for their students. They offer band, clubs and numerous sports, including a cricket team that is coached by volunteers. Staff obtain community sponsors to cover the fees for the Girls on the Run confidence building and fitness program.

The school works closely with the mosque, providing space for Friday prayers. The Imam supports the school by speaking to



Discovery Junior Public School

parents about curriculum expectations and the importance of regular school attendance.

Discovery teachers are advocates for their students. The staff embraces new learning, and many educators have additional qualifications. They understand the value of data and collect DRA data more often than required because they realize that they improve student achievement. They are incredibly dedicated professionals who care about their students.

According to superintendent Robert Dunn: "The investment that Discovery has made in building assessments and literacy has had a most significant impact. Their practices are very sophisticated. Understanding the children through the assessment data and using it to inform practice allows for real differentiation. This school does that incredibly well."

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	55%	54%
Male	45%	46%
English language learners	31%	13%
Special education needs	28%	33%
Born outside Canada	7%	16%
First language learned at home other than English	79%	85%

"The investment that Discovery has made in building assessments and literacy has had a most significant impact. Their practices are very sophisticated. Understanding the children through the assessment data and using it to inform practice allows for real differentiation. This school does that incredibly well."

Robert Dunn, superintendent

Holy Rosary Catholic School

WATERLOO CATHOLIC DISTRICT SCHOOL BOARD

Student population: 373; Grades: JK–8; Principal: Tyrone Dowling

In the city of Waterloo, Holy Rosary Catholic School serves 373 students from kindergarten to Grade 8, with the majority walking to and from school. During the past five years, the school has experienced declining enrolment as well as a realignment of boundaries. Students are predominantly English speaking, though there is a small Spanish-speaking population. The economic downturn has had an affect on the demographics of the school, as many families have experienced job loss or changes in employment status. The school hosts or takes part in community activities throughout the year. Holy Rosary applies annually for funding from the Optimist Club to participate in greening projects in the schoolyard.

Holy Rosary has a strong parent-volunteer group. The school has a reputation in the community for providing a safe, stable environment. The staff works hard to furnish parents with materials to assist their children, especially in literacy and numeracy, and the school newsletters and Web site offer related information. The school also hosts math nights, during which parents and students engage in activities that model strategies used throughout the grades. These evenings are well attended, demonstrating the parents' support for the school and their desire for excellence. The Catholic School Council raises funds toward the purchase of materials for at-home reading by primary students.



Joan Germann, Tyrone Dowling (principal), Marilyn Dawson

Early in the fall, the staff reviews the initial EQAO data. Each teacher is given a sheet on which to create a learner profile for his or her grade. When these are completed, the staff uses long-term data garnered from observations, classroom assessments, report cards and various system-wide assessment

“The process starts with EQAO. That’s the baseline.

Without that, I wouldn’t know where to start.”

Marilyn Dawson, Grade 3 teacher

tools to determine which strategies have worked well and which areas need improvement.

Grade 3 teacher Marilyn Dawson says: “The process starts with EQAO. That’s the baseline. Without that, I wouldn’t know where to start.”

Next the staff examines individual increases and decreases, and plans in order to meet the needs of its students. As well, the staff reviews the goals set by the board for reading, writing and numeracy and sets school targets using the profiles teachers have created. These targets are reviewed in October after the staff has the opportunity to run various diagnostic assessments. Specific strategies are then developed to be used across the divisions. These strategies are reviewed and adjusted throughout the year as necessary.

Principal Tyrone Dowling states: “At Holy Rosary Catholic School, we value data and how it drives what we’re doing. We have a better understanding of the prior knowledge of students and it gives staff a starting point to plan with grade partners. Having data available also allows us to see our improvement on an ongoing basis. With the strong [connection] to the curriculum, it allows us to plan and continually move forward.”

Monthly staff and divisional meetings, some formal, others not, are set at the beginning of the year. Staff collaboration and the desire to improve student achievement are the keys to the success of Holy Rosary Catholic School.

Grade 6 teacher Joan Germann says: “The teachers on staff at Holy Rosary Catholic School are very high achievers and set high expectations for themselves and their students. Teachers who join the staff have excellent mentors that model professional practice for each other and their students.”

Strategies for literacy and numeracy include anchor charts for all divisions as well as related “talking in the classroom,” where teachers and students discuss the activities so all are speaking the same language, making transitions from grade to grade seamless. Teacher modelling is also an important strategy used



Holy Rosary Catholic School

with whole classes, small groups and among teachers, so all recognize and understand the expectations necessary to achieve Levels 3 and 4. Various graphic organizers are developed for all levels, and the staff uses common language in all divisions. Teachers who participate in professional development workshops or conferences willingly share new resources and strategies with their colleagues.

Assessment and evaluation strategies are also developed collaboratively by the staff using teacher moderation to aid in the understanding of the expectations for each level and how the teachers can help their students achieve or surpass the provincial standards. Using EQAO data, support documents, report card data and various assessment tools, the staff is able to monitor and adjust the strategies employed to increase the likelihood of student success. Rubrics and culminating tasks

used to track and move students forward are also developed collaboratively across the divisions.

At Holy Rosary there is a “culture of excellence” in which all staff members strive to be the best they can be in order to ensure all students will be successful.

Principal Dowling says: “What I’m most proud of are those times when I come to our staff with an idea and they filter it for me. For example, I embrace assessment and planning; I call it assessment planning. When I presented the idea of a new term planner to staff, they initially pushed back but together we continued to work at it, so that it is meaningful to them and useful for me. A reason our school has been successful is because of the staff’s ability to plan with an assessment focus so well.”

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	55%	38%
Male	45%	62%
English language learners	0%	0%
Special education needs	11%	15%
Born outside Canada	13%	11%
First language learned at home other than English	13%	15%

“The teachers on staff at Holy Rosary Catholic School are very high achievers and set high expectations for themselves and their students. Teachers who join the staff have excellent mentors that model professional practice for each other and their students.”

Joan Germann, Grade 6 teacher

Lackner Woods Public School

WATERLOO REGION DISTRICT SCHOOL BOARD

Student population: 590; Grades: JK–8; Principal: Dayle Buller-Power

Lackner Woods Public School serves 590 students from junior kindergarten to Grade 6, with 75% of the students bused to school. Although English is the predominant language, 44 other languages are spoken in the community. Lackner Woods has experienced rapid growth in the past five years, almost doubling its student population. With this growth and the challenges presented, the administration and staff focused on character-development activities for staff and students to create a common understanding and positive learning environment. They developed a common language, highlighting respect and integrity, and created a school climate where students feel accepted and safe, sharing the belief that being a good citizen is as important as being a good student.



Dayle Buller-Power (principal)

The school provides ongoing support and assistance to new Canadian families. Using the Parents Reaching Out grant, the school purchased resources that are made available to parents through learning activities sent home in a “home fun bag.” The school makes sure that notes to parents are translated into their native language, ensuring that the messages are received and the activities are understood. Education is valued by the parents, and staff regularly communicates information and upcoming events through school and classroom newsletters.

When the initial EQAO results are released, the whole staff reviews the data to examine trends and identify areas of strength and areas that need improvement. Teachers are released to discuss specific questions, identify patterns and develop strategies and exemplars using the cohort-tracking and “Profiles of Strengths and Areas for Improvement” reports. Staff

“We believe that EQAO is a culminating, whole-school effort that spans across grades. It is very much a belief that EQAO is a primary and junior assessment not limited to Grades 3 and 6 teachers and students. All staff has ownership and is committed to our students, allowing them to best demonstrate the knowledge and skills they have gained from the best teaching practices established, beginning in kindergarten and ending with the junior EQAO assessment in Grade 6.”

Michelle Low, special-education resource teacher

also examines its classroom data, reading records and CASI results with grade partners to determine goals for the school success plan. The Student Questionnaires are examined to build an understanding of how students’ perceptions are connected to their learning. The staff is dedicated to ongoing improvement, as evidenced by its commitment to developing strategies to narrow the gender gap further, even though the data indicate great improvement in the boys’ scores.

To better understand their baseline data, teachers were released for a half day to review the step-by-step process of teaching-learning critical pathways. The administration was able to schedule the timetable to allow each grade group to meet once a week as a professional learning community to discuss progress and plan next steps. Teacher moderation is used to develop common rubrics and assessments. Formative and summative assessments are planned to measure success. Resources are purchased and the school takes advantage of initiatives such as the Early Literacy Intervention program, which targets Grade 1 students, and the Empower Pilot Project, a reading program for Grades 3 and 4. Staff has the opportunity to meet in its grade groups, and staff meets with the school-based team and the multi-disciplinary board team to discuss student needs and make referrals to appropriate programs.

Teachers of Grades 3 and 6 receive release time throughout the year, in half-day blocks, dedicated to the EQAO assessments, where they review their data, noting strengths, and plan their next steps. They analyze different types of questions, determine the level of understanding of text forms and text features and select tools to assist students. Specific scoring guides were analyzed; Levels 3 and 4 responses and exemplars were developed, modelling the EQAO resources, so that students would better understand the

expectations. Resource kits containing test-taking strategies were also created. Necessary accommodations were made to successfully support students in their next steps and future goals. To further support the Grades 3 and 6 students, the school accessed the tutoring-after-school initiative and the Tutors in the Classroom program.

Michelle Low, special-education resource teacher, states: "We believe that EQAO is a culminating, whole-school effort that spans across grades. It is very much a belief that EQAO is a primary and junior assessment not limited to Grades 3 and 6 teachers and students. All staff has ownership and is committed to our students, allowing them to best demonstrate the knowledge and skills they have gained from the best teaching practices established, beginning in kindergarten and ending with

the junior EQAO assessment in Grade 6."

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	49%	54%
Male	51%	46%
English language learners	17%	9%
Special education needs	9%	22%
Born outside Canada	8%	10%
First language learned at home other than English	33%	23%



Lackner Woods Public School

Lackner Woods also celebrates its successes throughout the year with staff and students. Snapshots of school, board and classroom events are highlighted, illustrating for students, staff and parents the success of the high-yield strategies being used.

Dayle Buller-Power, principal, is proud of the school's success and comments: "At Lackner Woods P.S. the dedicated teachers have embraced the whole child, not only student achievement. We are passionate about sharing the journey of raising the children and creating the community that all will desire to come to and be a part of."

Michelle McMillan, Grade 5 teacher, reflects and reinforces the beliefs of the staff, stating: "We work and learn in a culture of respect, where staff comes to work every day with a smile on their face. Our students respond to our enthusiasm and joy of learning and strive to meet the goals and high expectations we set for them."

"At Lackner Woods P.S. the dedicated teachers have embraced the whole child, not only student achievement. We are passionate about sharing the journey of raising the children and creating the community that all will desire to come to and be a part of."

Dayle Buller-Power, principal

Larchwood Public School

RAINBOW DISTRICT SCHOOL BOARD

Student population: 118; Grades: JK–8; Principal: Susan Cousineau

Larchwood Public School is located in Dowling, just north of Sudbury. It serves middle- to upper-middle-income families and has a small First Nation population. About 10% of its students have special-education needs. All students are bused, and there is no current English language learner population. Ordinarily, the school's population would be considered stable; however, the community is closely tied to the mining industry, and the student population has shrunk from 136 to 118 in the past three years due to a downturn the industry. The Dowling area is among Canada's most beautiful regions, and residents tend to enjoy outdoor activities.

EQAO reports are eagerly awaited in this school, which scores significantly higher than the board or province. At Larchwood, all teachers read the school report closely, and subsequent discussions identify deficient program areas.

Principal Susan Cousineau says: "EQAO helps us to find our focus. In-depth analysis helps us to establish both our goals and clear criteria for student learning."

At Larchwood, the in-depth analysis comes under the banner of a primary literacy critical pathway. As data were interpreted and areas of need (e.g., making connections, comprehension, higher-order thinking questions) were isolated, rubrics, anchor charts and lessons were formulated to address them. The staff targeted each area of concern for an eight-week period and then moved on to another.

Among the many successful initiatives that Larchwood has embarked on, a board-initiated 2008 math study group has paid great dividends. The group's mandate was to study and introduce the Ministry of Education's new approach to problem solving for mathematics. Group members met monthly and, between meetings, slowly introduced the new approach to their classes. Members observed each other teaching, and other staff members were also welcome to sit in. Gradually the three-step problem-solving model unfolded.

Step 1 was to introduce the problem. The teacher made sure that all the children understood it. Step 2 was solving the problem. Children were each given a math buddy (someone working at the same level). They were allowed to use any manipulatives they wished and asked to show their work. In Step 3, the students

explained the logic and strategies leading to their solution. There were inevitably several ways to solve any given problem. Listening to the students helped the teachers understand how the students perceived the problem and how their logic led to the answers.

Problem solving has traditionally been a difficult area for students. The new model brought several interesting things to light: it was difficult for the students to begin, because they were so used to being told how to proceed by a teacher. Also, it

became apparent that some of their difficulties were due to a misunderstanding of mathematical signs. They did not realize that "x" meant "groups of," and they thought "=" indicated the answer rather than the balancing of the two sides of an equation.

Students have improved greatly and are displaying greater confidence in a difficult area of mathematics, as shown by their excellent EQAO math scores. The three-step approach to problem solving is now a mainstay at this school. Larchwood bases programming decisions on good data. The staff refers to primary and junior DRA scores and report card marks, but the item-analysis information in the EQAO reports is the jumping-off point.



Joanne Noel, Susan Cousineau (principal), Natalie Miller

"EQAO helps us to find our focus. In-depth analysis helps us to establish both our goals and clear criteria for student learning."

Susan Cousineau, principal

Recently, after examining these data, the staff made engaging students in assessing their own learning a goal. Students now keep portfolios, and conferences take place in the classrooms. Conferences allow for a more precise understanding of a child's performance level and provide a mechanism to challenge the student to improve. Students are involved in forming rubrics and anchor charts and are developing an excellent understanding of what is necessary to achieve various levels. As the students examine samples of work to which they can assign a mark, they participate in a form of moderated marking. These students are learning the language of assessment and taking steps to becoming self-directed learners.

To assist struggling students, Larchwood was able to access a Council of Directors of Education project grant, which afforded computers, programs and training. The programs Write Out Loud and Premier assist students with spelling and organizing ideas by allowing them to see and hear what they have written. Such assistive technology alleviates frustration and leads to more detailed and complete writing in the classroom and on EQAO assessments.

Larchwood also has an early reading intervention teacher who concentrates on students who are approaching grade level. Students receive 30 minutes of assistance each day, and parents are invited to workshops on helping to teach their children to read. At Larchwood, data analysis and intervention strategies

“Larchwood School is all about teacher collaboration. Student work drives instruction. We believe that all students can grow and succeed. Teachers are committed to a learning culture. They work humbly and don’t recognize their impact.”

Susan Cousineau, principal

have led to improved student achievement.

Principal Cousineau says: “Larchwood School is all about teacher collaboration. Student work drives instruction. We believe that all students can grow and succeed. Teachers are committed to a learning culture. They work humbly and don’t recognize their impact.”

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	36%	67%
Male	64%	33%
English language learners	0%	0%
Special education needs	27%	7%
Born outside Canada	0%	0%
First language learned at home other than English	0%	0%



Larchwood Public School

Mariposa Elementary School

TRILLIUM LAKELANDS DISTRICT SCHOOL BOARD

Student population: 425; Grades: JK–8; Principal: Erich Remisch

Mariposa Elementary School, near Oakwood, has a current enrolment of 425 students from junior kindergarten to Grade 8. It serves a predominantly English-speaking population in a mixed urban and rural setting.

Mariposa has long been focused on creating a culture of learning. Relevance and meaning are bywords for the school's positive atmosphere, teamwork and openness to change. Three years ago, acting on EQAO data, Mariposa initiated a school-wide effort to reduce a significant gender gap in writing skills. To improve boys' performances, staff engaged in discussions and formed a plan that required an infusion of resources from the board. Subsequently, the board funded Bold Print, a series of magazine-like fiction and non-fiction books with bright, colourful thematic graphics linked to the curriculum, as well as an extracurricular writing club, which culminated in the publishing of student work.



Erich Remisch (principal), Erin Jenkins, Kevin Deuchars

Since then, the gender gap has narrowed considerably in Grade 3 and virtually disappeared in Grade 6. With EQAO data showing that girls also benefit from differentiated instruction, teachers now design assessments to be more open-ended, appealing to both genders. Reading groups are fluid, with teachers personalizing lessons, targeting special groups for different topics and addressing the needs of every student.

Data also alerted staff to a growing influx of students with special education needs, causing teachers to work even more closely to adjust their training and programming. Programming was adjusted to include daily assistive-technology use, especially for students requiring Individual Education Plans. With the help

“It’s that specific knowledge of data—the teacher having and actually using the data, being aware of the data, knowing where the kids are going and what their needs are. That to me is more important than charts and graphs on the staff-room wall.”

Erich Remisch, principal

of EQAO and other data, these adjustments to student programming have substantially focused teaching practice and improved overall student achievement.

Principal Erich Remisch says: “It’s that specific knowledge of data—the teacher having and actually using the data, being aware of the data, knowing where the kids are going and what their needs are. That to me is more important than charts and graphs on the staff-room wall.”

Structures within the school, such as a balanced day and well-planned timetables, provide grade teams with shared planning time to identify, discuss and design units to address targets based on EQAO data. In large 100-minute blocks, teachers have time to work, share and reflect on new concepts. Science, social studies and art are integrated with literacy and math, allowing students to connect concepts they are learning to the outside world. Teachers keep the results of ongoing assessment mechanisms in evidence binders and forward data on to the next grade teacher.

Principal Remisch says: “To make data effective, it needs to be about the teacher and the students. The teachers have to have ownership of that data and that will allow them to work on the student achievements, the planning. The data needs to be relevant and meaningful. It needs to make sense to the teachers and that’s when the changes take place.”

The board is very supportive of data use by teachers, providing excellent guidance based on relevant, current data and the latest research. Through the board’s data warehouse, teachers can access EQAO, CASI, PM Benchmarks and Ontario Writing Assessment results. This information helps in the development of the school’s teaching-learning critical pathways (TLCP).

Teachers collaborate in grade groups, integrating school-wide TLCs with board student-achievement goals. In addition, staff uses a wide range of data and resources from the EQAO Web site, employing a multitude of highly successful strategies to complement its data use to engage students and expand learning skills. This

year, for example, the primary teachers and their students are developing their own anchor charts and rubrics. Students utilizing Smart Boards are gaining proficiency in identifying, understanding and co-constructing the properties of different levels of achievement. Immersed in the language of the curriculum and well-practiced in responding fully to questions from exposure to the Answer-Prove-Explain-Connect model, students are competent and confident in their approach to curriculum and EQAO assessments.

Principal Remisch and staff appreciate the tremendous support provided by the board to all schools. The substantial resources,

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Erich Remisch, principal

which include math-manipulative and reading resources, training workshops and math and literacy coaches for each school, allow Mariposa to support student success.

The school also values and nurtures the amicable alliance that exists between home and school. In addition to agendas for daily communication, teachers issue newsletters that focus on current areas of study and explain key concepts being taught. Many classes have Web sites with curriculum and EQAO links. An extensive extracurricular program and numerous special events serve to strengthen this partnership. Leading Mariposa’s talented and determined team of professionals, Principal

Remisch exemplifies a unifying force, sharing decision making and providing resources that allow staff to continue challenging and inspiring the students in their care.



Mariposa Elementary School

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	50%	41%
Male	50%	59%
English language learners	0%	0%
Special education needs	31%	25%
Born outside Canada	0%	2%
First language learned at home other than English	0%	0%

Merrickville Public School

UPPER CANADA DISTRICT SCHOOL BOARD

Student population: 191; Grades: JK–8; Principal: Ray Westendorp

At Merrickville Public School, the belief that every one of its 191 students, from junior kindergarten to Grade 8, can achieve success supports a culture of high expectations. In this English-speaking arts-centred community, 60% of elementary-school students are bused to school from rural locations. The school accommodates a moderate number of students with special education needs.



Ray Westendorp (principal), Kerri McKnight, Morgan McQuay

Aligned with the board's inclusionary policies, Merrickville is dedicated to equal access to the curriculum for all students. Sustaining this endeavour is a strong and involved school council that assisted when Principal Ray Westendorp asked for support to introduce assistive technology, Smart Boards and laptops into the school. Teachers are using new technology effectively to benefit students with special education needs. In fact, the use of technology is exceeding all expectations in terms of the speed and depth of interactive student learning, as well as heightened interest and engagement, especially among boys. In differentiating instruction, staff is discovering that what is essential for some students can be advantageous for all of them.

Teaching Kurzweil assistive technology to a whole class, for example, raises the self-esteem of the "experts" who learn to use it and enriches the understanding of higher-level texts for every student in that class. Moreover, teachers note that Smart Boards are a lifeline for students with auditory-processing needs and that they make mathematics risk taking

more appealing for girls. Every class has access to one period in the computer lab each day. Considering technology's increasing availability and the current data that reveal its powers to motivate students, the school is now encouraging all teachers to become even more technology and data literate.

Principal Ray Westendorp says: "Just as teachers are expected to differentiate for their students, principals need to differentiate for their staff. You have to keep it safe for everybody, just as you do for kids."

Principal Westendorp's inspirational leadership and enormous contribution to staff development are key factors in the many successes at this remarkable school. A visible presence, he embodies the positive culture of the school, valuing the dedicated team of teachers and empowering them to take risks in a safe, supportive environment. The educationally literate, professional, focused, caring and reflective staff engages in a multitude of exemplary teaching practices and shares a common goal: to ensure that all students do the best they can. A balanced day, with large uninterrupted blocks of time for literacy and numeracy, excellent reading resources (including non-fiction literature), an extensive array of EQAO and other data-driving instruction and a practice of embedding the language of the curriculum into daily teaching are also fundamental to student success.

Another essential attribute of this high-functioning school is the positive relationships it has with parents, who act as trained volunteers, listening to students read individually each day. In addition to its school-wide communications from the administration, Merrickville's Grade 3 teacher informs and educates parents about the curriculum, familiarizing them with assessment practices and how EQAO assessments fit into the overall picture of their child's learning.

"Just as teachers are expected to differentiate for their students, principals need to differentiate for their staff. You have to keep it safe for everybody, just as you do for kids."

Ray Westendorp, principal



Merrickville Public School

EQAO results are shared with staff early, along with a wide variety of data that are helpful in the development of the school improvement plan. Maintaining literacy as a focus, staff also incorporates mathematics and technology into its literacy strategy. Problem solving using pictures, numbers and words, and the “gradual release of responsibility” model are priority strategies.

Principal Westendorp says: “There are many forms of data. Any meaningful data that helps us support student learning is what we want to pay attention to. It allows us to see what trends we’re on and where we’re heading. That data can be used in a multitude of ways, but keeping it simple is key.”

The board of education encourages the use of data as well. This year to improve continuity across the system, principals

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Ray Westendorp, principal

collaborated within their family of schools, collecting, analyzing and sharing data. Next year principals will meet in triads of two administrators and a teacher. With the insights gained from the triads, the teacher will return to his or her school and, with other staff, tailor the data to the school's needs.

Tracking student progress is important at Merrickville. Presently, primary teachers have two main methods of tracking student progress, one being a folder system of rubrics and tracking sheets that is passed on to the next teacher; and the other a board-mandated PM

Benchmarks tracking wall that is updated regularly. By next year, staff plans to transfer all data into electronic formats to facilitate easy storage and retrieval, but also to allow for more in-depth analysis of student achievement.

Merrickville is a small school—but one that understands the value of big ideas. It understands that collaboration, continuity and consistency are essential to its success. The staff understands that parents and students who are comfortable with the goals of the school make a wonderful community. The exceptional academic achievements of Merrickville students are based on this sturdy foundation.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	63%	71%
Male	37%	29%
English language learners	5%	0%
Special education needs	32%	18%
Born outside Canada	5%	0%
First language learned at home other than English	0%	0%

St. Barbara Catholic Elementary School

DUFFERIN PEEL CATHOLIC DISTRICT SCHOOL BOARD

Student population: 600; Grades: JK–8; Principal: Paula Prajza

St. Barbara Catholic Elementary School has a diverse student population of second-generation Canadians. There is a designated class at the junior level for children with special education needs; at the primary and intermediate levels, these students are integrated into regular classrooms. About 10% of the students have Individual Education Plans. St. Barbara's hosts a Best Start program. This government-funded initiative serves children from 18 months to school age.

On receiving EQAO reports, staff reviews the data and celebrates its successes. Staff members look for patterns in the Individual Item Response report and review trends in reading, writing and mathematics, noticing the areas of strength and those needing improvement. This data generates conversations that help inform the school focus.

EQAO data in numeracy revealed that students needed practice with multi-step questions. This could be addressed in three-part mathematics lessons, but time constraints were a problem. School schedules were adjusted so that all grades now have dedicated blocks of time for literacy and numeracy. The additional time allows students to use manipulatives and to reflect and communicate at the end of each lesson.

Teachers use a design-down process to cluster expectations. In a cross-curricular approach, they include geography and history in the numeracy and literacy blocks. Teachers now have the time to cover the curriculum expectations. Subjects are no longer taught in isolation, making it easier for students to make authentic connections.

Principal Paula Prajza says: "Sometimes I think that the school environment takes away the natural curiosity of the learner. We want that thirst for learning, so we do different things. Baking is important: it is a social activity and it is cross-curricular. We are building neurons by expanding connections."

Using the Ministry curriculum documents, grade-level partners met to select the expectations for each term and decide on the summative tasks. They attended workshops and created meaningful literacy and numeracy activities.

Instruction time is protected. The literacy block starts immediately after the children enter in the morning. Announcements are made just before noon. Preparation time for primary teachers is not scheduled during this time except



Paula Prajza (principal), Bernadette Gillis (vice-principal)

for in the case of the librarian. Parents are reminded that regular attendance and being on time are important life skills.

Along with the EQAO data, St. Barbara's staff uses CASI and PM Benchmark data to inform their teaching-learning critical pathway cycles for literacy. To address a weakness in writing, staff modelled persuasive and procedural writing and advanced the use of strong action words throughout their six-week plan.

Throughout the year, teachers use data to choose five students at any one time and focus intentionally on improving their academic skills. Teachers reflect on the practices that make a difference. Teachers target students working at Level 2 and implement strategies to get them to the next level. Children are encouraged to communicate effectively. When questions are

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Paula Prajza, principal

asked, they want the children to answer “I know this because...”

When students proceed to high school, teachers advocate that those demonstrating Level 3 be placed in academic courses.

Principal Prajza says: “Data is just data. It is what you do with the data that counts. We look at it and realize that it is not an end but a sign of hope. We look at data deeply and through the expertise of the teachers and all the partners in the school community who use it to make a difference.”

Staff at St. Barbara's realizes the importance of team building. Parents, teachers and students work together as partners for success. Teachers contact parents with concerns or praise. Students accompany parents to meetings with teachers and are part of report-card interviews.

Parents fundraise for resources such as manipulatives and classroom libraries to support the curriculum. They volunteer in the All-Star reading program and for other school activities. They read and talk with their children at home and understand that teachers attending professional-development in-services are part of a process that will benefit their children.

“One thing teachers really need to know is that we are not evaluating them. We are all in this together. The bottom line is that we are morally obligated to improve student achievement. EQAO data helps us do this.”

Bernadette Gillis, vice-principal

St. Barbara's teachers share what they learn. After being coached, enthusiastic teachers demonstrate co-operative learning lessons. The effectiveness of the lessons and the high level of student engagement have impressed the rest of the staff. Now others are being mentored in the same techniques. St. Barbara's staff members are confident and comfortable sharing strategies or observing their grade partners. They want the best for their students.

Vice-principal Bernadette Gillis says: “One thing teachers really need to know is that we are not evaluating them. We are all in



St. Barbara Catholic Elementary School

this together. The bottom line is that we are morally obligated to improve student achievement. EQAO data helps us do this. If this is not happening, then we must look together to see how we can make it happen.”

At St. Barbara's, all parties work together so that each child will be successful. The staff believes that all children are capable of learning and realize that equality does not always look the same. To that end, the staff encourages, nurtures and affirms. There is a positive school climate. The students are happy to come to school and feel confident and comfortable. The result is a very productive environment.

Principal Prajza says: “This community has lots of care, and our faith drives us. This is a happy, healthy place for learning and teaching and living. The teachers here, the people in this building, are growing and the students are becoming successful.”

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	47%	43%
Male	53%	57%
English language learners	21%	20%
Special education needs	3%	11%
Born outside Canada	7%	7%
First language learned at home other than English	12%	17%

St. Clement Catholic School

YORK CATHOLIC DISTRICT SCHOOL BOARD

Student population: 320; Grades: JK–8; Principal: Brent Matthews

St. Clement Catholic Elementary School in Woodbridge is a “green school” with open enrolment. About 40% of St. Clement’s students are from outside its catchment area. The school is becoming a more multicultural community, with about 10% of the students being English language learners. Seventeen percent have been identified as requiring special education and are fully integrated into regular classrooms.

Staff analyze EQAO reports, including the perception data.

Principal Brent Matthews says: “I like to look at the surveys. I am curious about what our students think about themselves. It is very important for us to build a faith-filled, caring community, where our students have a positive impression of themselves, not just as learners but as people. I like the idea that the boys have a good impression of themselves as learners.”

St. Clement’s teachers meet regularly to discuss the data from EQAO, DRA, CASI, *Conventions of Print*, special education assessments, report cards, E-library and the Accelerated Reading Program (ARP) from Star Reading. Teachers change their practices constantly, based on this ongoing cycle of assessment and review.

Professional development is ongoing. Staff use SMART goals and many of them are “Tribes” trained. Teachers work closely with consultants and are very willing to try new things. They participate in a networking process with teachers from other schools, meeting to analyze data and exchange best practices for student success.

A lot of sharing goes on within St. Clement’s. Teachers evaluate using moderated marking. Making use of past assessments, teachers add EQAO-modelled questions to their end-of-unit



Franca DaCosta, Mary Battiston, Alex LiVolsi, Brent Matthews (principal), Janet Tucci, Maria Carbone

assessments. EQAO exemplars are used in class to model for students what is required for Levels 3 and 4 answers.

As a strategy for creating Levels 3 and 4 responses, students share their work and attempt to recreate the questions using only the information from one another’s answers. Pupils enjoy sharing their answers while attempting to rebuild the questions. This reinforces the information and explanations necessary to achieve Levels 3 and 4 responses.

Primary teachers develop end-of-term assessments based on EQAO questions in areas such as reasoning and communication. These assessments are used as tools to drive instruction, while teachers use the results to plan the next term.

Teachers make sure that understanding, application, communication and problem solving are components of every assessment.

Principal Matthews says: “The students need to drive the curriculum. The curriculum cannot drive the students. You must use various teaching practices to get students where you want them to be. You really need to look at the data to find the strategies needed.”

Teachers use differentiated instruction, catering to different learning styles and constantly adjusting their strategies to best

“The students need to drive the curriculum. The curriculum cannot drive the students. You must use various teaching practices to get students where you want them to be. You really need to look at the data to find the strategies needed.”

Brent Matthews, principal

improve student learning. Students are encouraged to take risks in a safe environment.

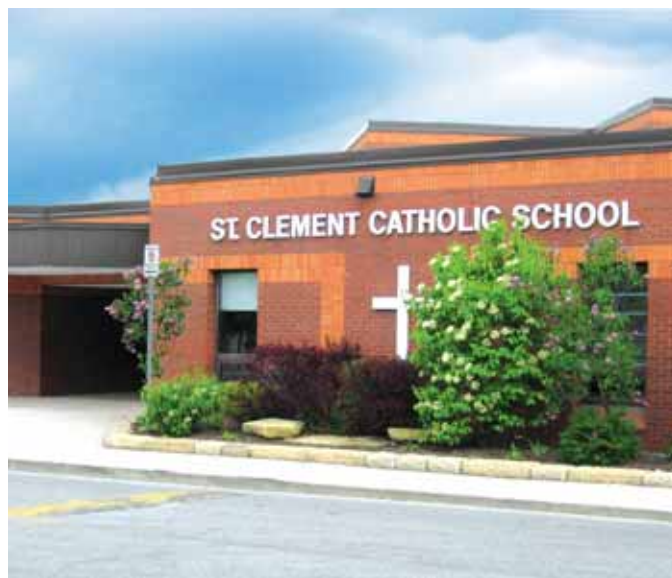
The ARP allows students to select levelled books and then complete a computerized assessment. If they achieve 80% they proceed to the next level. This program is very popular with the boys, offering enough choice for them to find genres that they enjoy reading.

Teachers use the EQAO assessment questions as assessments for learning. They teach the curriculum in gradual steps with constant modelling and practice. They allow their pupils multiple attempts at success and use in-class assessments to drive instruction. By the time the students write the EQAO assessments, the process is a familiar one and the students work diligently with virtually no anxiety.

The entire school community plays a strong role in life at St. Clement's. The Catholic School Council's fundraising facilitated the purchase of Promethium boards for the school. The use of this technology further engages students. The community is eager to get involved because it values what the school is achieving.

At St. Clement's, communication between home and school is ongoing. Teachers let parents know what is going on in the classroom, through class and school newsletters and agendas. Parents welcome information about their children. When work comes home with the assessment rubrics attached, parents understand what their children must do to improve, and they feel empowered to help. Parents are always willing to come to the school to help with activities. "Reading moms" come to class daily to help with the levelled guided-reading programs.

Through a Parents Reaching Out grant, the council established a parent library within the school. When parents come to discuss



St. Clement Catholic School

their children, there are resources available with information about topics such as anxiety, ADHD and learning disabilities.

The St. Clement's staff believes that each child should have a moment to shine. The staff offers a wealth of extracurricular activities to encourage every child's gifts, believing that confident students who feel good about school are more open to learning.

Principal Matthews says: "The purpose of assessment is to say something, not so much about where students are as about where they can go. I know our teachers do an excellent job because our students are always moving forward, not just academically but as individuals. That is the assessment that really counts."

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Brent Matthews, principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	61%	43%
Male	39%	57%
English language learners	0%	0%
Special education needs	9%	22%
Born outside Canada	3%	8%
First language learned at home other than English	12%	8%

St. Edward Catholic School

SUPERIOR NORTH CATHOLIC DISTRICT SCHOOL BOARD

Student population: 160; Grades: JK–8; Principal: Bill Beaucage

St. Edward Catholic School, situated in the town of Nipigon, serves 160 students from kindergarten to Grade 8, and 65% of its student population self-identifies as Aboriginal. The majority of St. Edward's students are bused to school, and a significant number are identified as having special needs. The school population has remained stable despite the current economic downturn, and the school provides assistance to families wherever possible.

To support parents, the school accessed the Parents Reaching Out grant. This grant program offers parents strategies to assist them with academic, behavioural and family issues. Another partnership, with the local health unit, also offers additional programs to support families. Parental support for the school is very strong because parents appreciate St. Edward's efforts to provide assistance. For example, St. Edward's operates a breakfast club for all students daily; the school community believes that if students are to be successful, they must start every day with a nutritious meal.

The staff finds that examining EQAO results and classroom data helps them to focus and determine areas for improvement quickly. Once the final results are received, the staff reviews EQAO reports and looks for links to help with decisions for its teaching-learning critical pathways (TLCP). Staff uses the data to help guide the development of the school improvement plan. For example, the data led staff to investigate how students answer open-response questions and demonstrate reading-for-meaning skills. Staff also examines

“Using our DRA, EQAO, and TLCP data to name our at-risk students allows us to track their progress on an ongoing basis. The EQAO resources provide us with model questions and language to develop high-yield strategies that will move our students forward. The teachers are encouraged to engage in active and ongoing dialogue with each other about student work and to try new strategies.”

Bill Beaucage, principal

Student Questionnaires and Individual Student Reports to determine what the next steps should be for students with special needs.

In September, the DRA was completed and staff decided that making inferences would become the focus for its first TLCP and they would use EQAO resources to model questions and language. All three divisions focused on the same area but used specific expectations at each level. The staff also accessed the Trillium database to filter and categorize the data further, allowing a more focused examination. Teachers then used the same model to approach the curriculum, with baseline

assessments that determined student needs, and developed rubrics accompanied by explicit teaching that culminated with a task assessed through teacher moderation.

In January, formative assessments were completed to monitor student progress and make decisions about next steps. Reflecting on the TLCP process, the staff realized that student work drives instruction and that its teaching practice was constantly evolving through



Bill Beaucage (principal), Denise Hogue, Courtney Currie, Marlo Dahl

ongoing collaboration. Says Principal Bill Beaucage: "Using our DRA, EQAO and TLCP data to name our at-risk students allows us to track their progress on an ongoing basis. The EQAO resources provide us with model questions and language to develop high-yield strategies that will move our students forward. The teachers are encouraged to engage in active and ongoing dialogue with each other about student work and to try new strategies."

The board has encouraged new strategies with a focus on mathematical thinking, which the school incorporated into one of its TLCPs. Teachers took advantage of the board's professional-development sessions, and strategies such as math congress and bansho math were modelled in the classrooms. These strategies involved assigning students to groups to discuss mathematics and how to use different problem-solving strategies. The Ministry also provided sessions throughout the year for teachers to build capacity in this area.

St. Edward Catholic School piloted an early-intervention project in reading in Grade 1, focusing instruction on reading for comprehension. At-risk students were identified using DRA and withdrawn individually or in small groups over a 27-week period. The students worked in a structured program for one half-hour each day. Running records tracked student improvement. The school also had access to a later-literacy teacher, who worked with students needing extra support in the junior and intermediate divisions. Teachers implemented differentiated instruction strategies, and the board provided in-service in differentiated instruction to support the intermediate teachers.

The staff and administration attribute their successes to the positive culture of the school. Last year, it made respect a focus for all staff and students. Staff believed that students would be more willing to participate in an atmosphere where they felt safe and respected. Monthly assemblies were organized to



St. Edward Catholic School

highlight respect and also included other Christian values. Sharing circles, held daily in every classroom, promoted oral language and respect for the opinions of others. As the year progressed, staff observed that students were more confident, resulting in improved behaviour.

Principal Bill Beaucage is proud of the success of his staff and students, stating: "It is important to bring all staff into the conversation to share, collaborate and make decisions. We are a collaborative culture, with shared leadership, bringing our individual strengths and expertise to the table to create a school improvement plan specific to our students. The data we collect and use corroborate the work we have done in determining and delivering effective teaching and learning strategies. Everyone believes that all students can be successful and is committed to providing opportunities that allow students to be the best they can be."

"It is important to bring all staff into the conversation to share, collaborate and make decisions. We are a collaborative culture, with shared leadership, bringing our individual strengths and expertise to the table to create a school improvement plan specific to our students."

Bill Beaucage, principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	33%	57%
Male	67%	43%
English language learners	0%	0%
Special education needs	25%	14%
Born outside Canada	0%	0%
First language learned at home other than English	0%	0%

St. John Vianney Catholic School

SIMCOE-MUSKOKA CATHOLIC SCHOOL BOARD

Student population: 260; Grades: JK–8; Principal: Mickie Oakes

St. John Vianney Catholic School, situated in southeast Barrie, serves 260 predominantly English-speaking students from kindergarten to Grade 8, with approximately 40% bused. The population is stable due to the school's excellent reputation in the community as a safe, stable, high-achieving environment for students. The school has a large percentage of students on an Individual Education Plan, with the equivalent of six and a half full-time educational assistants to support students and staff.

Long-term EQAO data show steady improvement in reading, writing and mathematics in both Grades 3 and 6. Each year, when the initial results are released, they are shared with staff and the school council. Once the detailed reports are available, staff examine the Student Questionnaires to discover how many students are reading or being read to at home and how many have computers for their use. Using the EQAO Cohort Tracking report allows teachers to compare improvements made over time and clarify where improvements are still needed. EQAO results are also compared to the school improvement plan to determine whether the school has achieved its goals.

Early in September, after the EQAO data are examined, various diagnostic assessments such as PM Benchmarks and CASI are used to identify the achievement levels of the students, and targets are set. Students needing assistance are identified and accommodations are made to enable them to move forward. Teachers work together using common language based on sample EQAO test questions to ensure consistency. Targets are discussed regularly, and staff review their strategies, making modifications when necessary.

St. John Vianney has a large number of students working at Levels 3 and 4, and teachers work hard to provide opportunities for students to increase their skills. Encouraging students to use “million-dollar words” challenges them to reach a higher level.

Grades 4 and 5 teacher Ryan Ferguson says: “We continually challenge our students, using similar organizers, language, rubrics and a consistent format [for] comprehension questions. [Because we take] advantage of the exemplars from EQAO and the curriculum to model, students know what is expected. Questions are also modelled in the EQAO format, and students are encouraged to write in the confines of the length of test questions.”



Janice Smith, Mickie Oakes (principal), Ryan Ferguson

The school participated in the Differentiated Teacher program sponsored by the board. A teacher was provided to the school as a resource to work with staff to differentiate instruction. In collaboration with this teacher, the staff developed a resource document modelling the EQAO terms and questions. Even though the formal program is no longer in place, the school's administration continues to provide staffing to support teachers in differentiating instruction. In addition, the school accessed the CODE project, which provided release time for the staff to develop long-range plans for kindergarten to Grade 8.

St. John Vianney has a very strong parent-volunteer group. The school hosts many events to bring parents into the school, such as Boys' Literacy Night, during which boys and their dads or a

“[Because we take] advantage of the exemplars from EQAO and the curriculum to model, students know what is expected. Questions are also modelled in the EQAO format, and students are encouraged to write in the confines of the length of test questions.”

Ryan Ferguson, Grades 4 and 5 teacher

“The staff at St. John Vianney is committed to the success of each student. This is evidenced by their willingness to work together using the data available to narrow their focus and develop common anchor charts, assessments and teaching strategies and language throughout all grades. They willingly participate in initiatives that improve professional practice and build capacity.”

Mickie Oakes, principal



St. John Vianney Catholic School

male adult are invited to hear a guest speaker from their community, such as the director of education, a priest, a police officer or a custodian. The school also hosts a “Cuddle Up and Read” evening, usually around a holiday, which students attend with their parents. Parents listen to a guest speaker while students are engaged in activities in the classrooms. At the end of the evening, the parents and students read together. The school has determined that, as a result of these activities, its gender gap is steadily decreasing.

The staff also uses these opportunities to invite parents to volunteer in the classroom. Staff support these volunteers,

providing strategies for them to use with the students. They also invite parents into the classroom to observe new strategies used to teach math and to observe the Smart Boards at work. After observing how the Smart Boards enhance learning opportunities for their students, the school council developed a three-year fundraising plan to purchase more. The school council also created a brochure that is given out initially on Kindergarten Information Night to provide information about the council and how to get involved in the school.

Another strategy used to support literacy is the Pet Therapy Program, in which students read to trained dogs. The students are less shy to read aloud because they believe they are just reading to the dog instead of to the adult that accompanies and monitors them. This has proven to be a very successful initiative. The school has also accessed the Tutors in the Classroom program, which gives Grades 3 and 6 classes 100 hours of assistance, with funding by the Ministry.

Principal Mickie Oakes says: “The staff at St. John Vianney is committed to the success of each student. This is evidenced by their willingness to work together using the data available to narrow their focus and develop common anchor charts, assessments and teaching strategies and language throughout all grades. They willingly participate in initiatives that improve professional practice and build capacity.”

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	36%	42%
Male	64%	58%
English language learners	4%	0%
Special education needs	28%	12%
Born outside Canada	4%	4%
First language learned at home other than English	4%	0%

St. Joseph School (South Porcupine)

NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

Student population: 115; Grades: JK–6; Acting Administrator: Kim Hall; Former Principal: Roslyn Gauthier

St. Joseph's Public School, in South Porcupine, is the only English Catholic school in Porcupine and a mainstay of the community. Parents identify with the school, which in most instances is the one they and their parents attended. They are most concerned that their children develop academically and spiritually. While St. Joseph school is small, it can celebrate many initiatives and achievements.

EQAO assessments are a driving force in this school, and all teachers examine the data, student by student.

Former St. Joseph's principal Roslyn Gauthier says: "It's not just the Grade 3 and Grade 6 teachers who are aware of EQAO. All of the children belong to all of the teachers and, accordingly, [teachers of all grade levels] must have a familiarity with the assessments, especially the formats and question types. They are all on the same page."

Recently, EQAO data identified making connections and geometry as two areas that needed improvement.

In geometry, the teacher was able to extend the numeracy time block and, as part of daily bell work, children worked on sample EQAO questions, initially in groups and then individually. Gradually sample questions from other strands were included. Other grade levels adopted these successful strategies.

St. Joseph school has never been reluctant to involve itself in any project that will benefit its students. Junior teachers use the CASI assessments, which are scored by groups of teachers using colour codings. As weak responses start to stand out, the

"It's not just the Grade 3 and Grade 6 teachers who are aware of EQAO. All of the children belong to all of the teachers and, accordingly, [teachers of all grade levels] must have a familiarity with the assessments, especially the formats and question types. They are all on the same page."

Roslyn Gauthier, former principal

teachers note the area (e.g., "main idea") and emphasize it in subsequent teaching.

St. Joseph's School was part of the DELTA board project, funded by the Council of Directors of Education of Ontario to reduce deficits in reading that might impede the development of effective reading and writing skills. Groups of teachers would examine assessment data (e.g., on print or phonological awareness) and, using a template on class assessment data, isolate specific areas where students were experiencing difficulty. The teachers would then administer interventions over a three-week period and meet again to determine whether the strategy was successful. They would then move on and target other specific areas of need. This project proved successful on several levels. In addition to benefitting the students, the project was an outstanding capacity-building opportunity for the teams of teachers involved. St. Joseph's assessments were subsequently adopted by the board for all schools.

Junior teachers formed a group to move two struggling students from Level 2 to Level 3. At meetings, the teachers determined that some focused teaching strategies (e.g., graphic organizers) might influence scores. Thanks to these approaches, both students achieved Level 3.

Acting administrator Kim Hall says: "These initiatives allowed teachers to experience the power of positive thinking and [the idea] that all students can succeed if we tackle weaknesses one at a time. By employing a few carefully chosen strategies, teachers facilitated a significant growth in the students' scores. Students also saw that they were capable of growth."



St. Joseph School (South Porcupine)



Kim Hall, Dana Villancourt, Roslyn Gauthier, Lyne Miron, Erica Raymond

St. Joseph's staff members involved themselves in an excellent system-wide capacity building project known as the Timmins Network, a shared pathway that concentrated on moderated marking. Teachers from several schools met and scored common pieces of work according to the same scale. Teachers quickly learned what it took to get a Level 3. A benefit of this project was that all Grade 6 graduates in the board would arrive at their next school with the same understanding of expectations. Teachers expanded this project to provide for their students' ongoing feedback, and the "Wow and Now"

"As educators, we are paid to inspire kids. Teachers come here every day filled with enthusiasm. Every day is a fresh new day that is approached creatively. The children are respected and loved."

Kim Hall, acting administrator

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	45%	57%
Male	55%	43%
English language learners	0%	0%
Special education needs	35%	21%
Born outside Canada	0%	7%
First language learned at home other than English	0%	7%

model was instituted. "Wow" is the praising of students for their work, and "Now" is specific direction the student can use to improve and an opportunity to apply feedback.

In order to assist students who were experiencing difficulty in

reading, St. Joseph's participated enthusiastically in a pilot project that used the Fountas and Pinnell Leveled Literacy system to assist students struggling with reading comprehension. Each day for 18–20 weeks, selected students up to Grade 6 received an extra 30 minutes of structured intervention to enhance their understanding. The result was considerable improvement.

This community school celebrates its successes with its parents. The Spring Tea showcases student work, and this year's celebration of Catholic Education Week was highlighted by an excellent dramatic hand mime presentation. The school also comes together for monthly celebrations of achievement, community and faith. St. Joseph's makes a difference for its students. They are a community, and they are a family.

Acting administrator Hall says: "As educators, we are paid to inspire kids. Teachers come here every day filled with enthusiasm. Every day is a fresh new day that is approached creatively. The children are respected and loved."

St. Leonard Catholic School

OTTAWA CATHOLIC DISTRICT SCHOOL BOARD

Student population: 533; Grades: JK–6; Principal: Kimberly Giles

St. Leonard Catholic School in Manotick is a high-functioning, vibrant school community that provides a combination of extended English and French Immersion programs for a stable, homogeneous, largely English-speaking population. Of the current 533 students from JK to Grade 6, many are bused from outlying regions at the south end of Ottawa. Students with special education needs, who comprise 16% of the school population, perform extremely well on EQAO assessments. Their successes, despite losses in resource personnel due to declining enrolment, speak to an exceptional team of professionals working in partnership with a concerned and committed parent group who respond to school needs with tremendous generosity.

Parent volunteers, for instance, are invaluable assets as trained literacy coaches providing individual assistance to high-needs students. In September, having identified student needs and programmed for them, teachers explain curriculum requirements, tracking procedures and methods of supporting student learning. As instructional leaders, they encourage volunteers to use the language of the curriculum, to understand teaching practices and always to challenge students as they support them. Teachers communicate constantly with parents through weekly newsletters and informal conversations apprising them of initiatives in the school improvement plan and discussing the changing needs of students as they progress. Principal Kimberly Giles keeps parents informed and involved through newsletters, open houses, special events and her addresses at the school council's monthly meetings. The school also provides a vast array of extracurricular activities.

Known for its inclusionary practices, St. Leonard determines what is essential for some students to be successful and then explicitly instructs the entire class in the same manner. Teachers do not change the expectations but, rather, differentiate



Lynda Wylie, Tracy Mertz (vice-principal), Kimberly Giles (principal)

learning for all. Resource teachers and educational assistants target students with the highest needs, look at what modifications are required, gather materials and put interventions in place to meet those needs in the regular classroom. Supported in this way, classroom teachers carry out their own remediation, tracking student progress and needs. Increasing the use of technology is a goal at this school. Currently, students have access to assistive technology, but most choose graphic organizers and scribing on a regular basis and as allowable accommodations for EQAO administrations.

The successes at St. Leonard on EQAO assessments eclipse both board and provincial results. To reach this level of achievement, staff focused on comprehensive and critical literacy, amassed a repertoire of common teaching strategies, maintained a faithful adherence to the curriculum and engaged in professional reading for four years. That is, each year they chose an instructive education book and used it as a catalyst for school improvement planning. At the first staff meeting each September, the principal presents EQAO results, compares them to board and provincial standings and discusses concerns. Then, based on current data and educational literature, the principal and staff, in partnership with the board, draft a new school improvement plan. The board provides tremendous professional development and guidance in support of this school's highly successful endeavour to promote and improve literacy school wide.

“Data should drive instruction. Data should drive assessment. If you narrow it down to two key things, you have one key for students and one for teachers: success for staff, success for students.”

Kimberly Giles, principal

Staff perceives EQAO assessments as an occasion for students to demonstrate their knowledge of the curriculum. Teachers use data from the assessments and the board's data warehouse to inform their teaching and enhance their delivery of the curriculum.

For example, when EQAO data identified deficiencies in writing skills as a gender-related issue, teachers shifted the focus from fiction to non-fiction. Prescribed, targeted instruction succeeded in inducing boys to write procedural texts and improved the overall writing skills of girls as well. Similarly, in mathematics, literacy strategies used in problem solving caused girls to increase their proficiency dramatically.

Principal Kimberly Giles says: "Data should drive instruction. Data should drive assessment. If you narrow it down to two key things, you have one key for students and one for teachers: success for staff, success for students. The wonderful thing about this staff is that they get the connection between andragogy [i.e., the process of engaging adult learners] and pedagogy, with building their capacity as educational leaders which leads to improved student achievement."

Principal Giles is now challenging "all stakeholders to dig deeper," to let the data lead them to their next steps. Staff is currently refining goals to focus on the thinking skills involved in writing, using the Ontario Writing Assessment as a tool to measure higher-order thinking in non-fiction writing. The school subscribes to strong communication among teachers and the



St. Leonard Catholic School

use of common strategies within each division and throughout the school. Teachers use anchor charts and graphic organizers, and they co-create rubrics with students, incorporating organized and purposeful dialogue with students, using the language of the curriculum, EQAO-type questions and exemplars. Everything teachers do is intentional and explicit. A culture of safety and respect allows for risk taking and professional growth, allowing staff to personalize everything they do. Or as Principal Giles poetically puts it: "Scores are just numbers, data—used to inform. Students are little people, each one their own norm. One must not forget differentiation is the key. That number is a person, remember our plea!"

"Scores are just numbers, data used to inform. Students are little people, each one their own norm. One must not forget differentiation is the key.

That number is a person, remember our plea!"

Kimberly Giles, principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	49%	44%
Male	51%	56%
English language learners	0%	0%
Special education needs	13%	19%
Born outside Canada	6%	4%
First language learned at home other than English	0%	1%

Sturgeon Creek Public School

RAINY RIVER DISTRICT SCHOOL BOARD

Student population: 170; Grades: JK–8; Principal: Kendall Olsen

Situated in northwestern Ontario, Sturgeon Creek Public School serves 170 students from kindergarten to Grade 8. Most of these students live in small rural communities where farming, logging and mining are the main sources of employment. The school population is predominantly English speaking, and all of the students are bused, some spending up to an hour travelling to and from school. Approximately 13% of the students are identified as having special needs. The school has experienced a steady decline in enrolment of approximately 5% over the past few years due to smaller family size.

Over-time EQAO data show steady improvement in all areas in Grades 3 and 6 scoring—well above the board and provincial averages. The school uses the detailed results and strengths profiles to measure their success and identify where improvements are needed. The staff also examines the Individual Student Reports and develops a plan of action. The EQAO Cohort Tracking report allows staff to compare students' improvements over time to strategies implemented in their school improvement plan. Staff also noted the outstanding over-time results for boys in reading in Grades 3 and 6 and in the area of mathematics in Grade 6.

Principal Kendall Olsen says: "Using the available data to monitor each student's progress and plan for their continued success is like the rubber meeting the road. We have the data but we need to use it effectively to ensure the continued success of our students."

Writing was identified as an area of need in Grade 6, specifically developing and organizing content and using knowledge, style and format. Conferencing with each student was one strategy implemented to increase writing skills. With immediate feedback using the exemplars provided by EQAO, students could better understand the expectations and what they needed to do to achieve them. Staff utilized their classroom data as well as DRA and CASI to monitor progress in each term based upon the up-to-date data they gathered.



Krista Williams, Kendall Olsen (principal)

The staff determined that numeracy also needed improvement and used the Ontario Numeracy Assessment Package as a resource because it was closely aligned to the curriculum and provided exemplars for the staff to model. Through the board Program Support Team, release time was provided for staff to work collaboratively on projects. The "gallery walk" strategy was implemented. Students were assigned to groups and given a problem to solve. Once the problem was complete, students posted their work and everyone had the opportunity to examine and question the work done. Students were given sticky notes and comments such as "I like the way you used a graph or number line to show your answer;" or questions about what was done were attached. Using this peer- and self-assessment strategy was very successful and gave the students confidence to strive to improve their understanding of math.

Sturgeon Creek P.S. also has a Student Achievement Teacher, released half time, to support and to provide resources for the primary division. The emphasis is placed on coaching and co-teaching to assist the classroom teachers.

"Using the available data to monitor each student's progress and plan for their continued success is like the rubber meeting the road. We have the data but we need to use it effectively to ensure the continued success of our students."

Kendall Olsen, principal

Student achievement teacher Krista Williams says: “There is great communication among the staff and their doors are always open to ask for assistance or to share strategies. This ongoing communication and willingness to work together has been very positive and is reflected in the ongoing success of our students.”

The school has an active parent council that supports the school and its initiatives. Parents volunteer in the classrooms and provide a healthy hot-lunch program twice a week. As a result of ongoing communication between home and school, special events are well attended. School and classroom newsletters are published regularly, keeping parents abreast of the various activities of the school. The principal, Kendall Olsen, personally calls parents inviting them to assemblies where their children are being honoured.

The parent council and the school initiated a partnership with the board to purchase Smart Boards and FM systems for every classroom for the upcoming school year. To ensure that teachers could effectively use this technology, the staff prepared and submitted a proposal to ETFO, which was accepted and provided release time for staff to learn how to use this new technology effectively.

The school also had the opportunity to become involved with an Oral Language Program sponsored by Northern Ontario

“There is great communication among the staff and their doors are always open to ask for assistance or to share strategies. This ongoing communication and willingness to work together has been very positive and is reflected in the ongoing success of our students.”

Krista Williams, student achievement teacher

Education Leaders. They realized that before they could move students forward in reading and writing, they had to close the gap in oral language reception. Professional development was provided so teachers could develop tools to obtain data and develop strategies to improve the receptive language skills of their students.

Principal Kendall Olsen is very proud of the staff and their success: “I work with a group of professionals where hallway and staffroom conversations are always about the students and how best to use the data to set goals and develop strategies that will move students forward. They are continually reviewing what they have accomplished and what still needs to be done. This truly is a bottom-up process, and our success reflects how committed each staff member is to the success of all students.”



Sturgeon Creek Public School

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	50%	44%
Male	50%	56%
English language learners	0%	0%
Special education needs	14%	17%
Born outside Canada	0%	0%
First language learned at home other than English	0%	0%

Appendices

THE EQAO ASSESSMENT PROCESS

About the Primary-Division and Junior-Division Assessments

EQAO conducts several province-wide assessments, among them the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions. The primary- and junior-division assessments are conducted annually and involve all Grades 3 and 6 students in publicly funded schools in Ontario. The assessments measure how well students have met the provincial expectations for the subjects assessed, as outlined in *The Ontario Curriculum*.

Design and Development

All EQAO assessments are developed in keeping with the *Principles for Fair Student Assessment Practices for Education in Canada* (1993), a document created by representatives of national education institutions and associations and widely endorsed by Canada's education community. EQAO consults with internationally recognized experts in large-scale assessment for all aspects of the assessments: design, development, bias reviews, field testing, administration, scoring and reporting. Educators from across the province also work with EQAO on all aspects of the assessments, including question development and review (i.e., for bias, curriculum connection and content), scoring-material development and scoring.

Parallel English- and French-language versions of the assessments are developed. Each version has the same number and types of questions but reflects variations in the curricula for the two languages. The assessments contain multiple-choice questions, open-response questions and writing tasks through which students can demonstrate what they know and can do. Grades 3 and 6 students are assessed in three key subject areas:

Reading: using a variety of reading strategies and conventions, understanding concepts, making inferences and connecting ideas

Writing: using writing strategies and language conventions, understanding assigned tasks, organizing ideas and communicating with the reader

Mathematics: demonstrating knowledge and skills across the five strands of mathematics: number sense and numeration; measurement; geometry and spatial sense; patterning and algebra; and data management and probability

Consistency and Fairness

Each year, schools are sent English- or French-language administration and accommodation guides. These guides provide instructions to ensure that consistent administrative and accommodation procedures are followed. The guides describe in detail what is expected of educators involved in the administration of the assessments, including

- professional responsibilities for the administration of the assessments;
- detailed steps to follow (e.g., preparation of materials for distribution to students, administration and return of materials to EQAO) and
- the accommodations, special provisions and exemptions allowed for students with special education needs and for English language learners.

Quality Assurance

During the administration of EQAO assessments, quality-assurance monitors visit schools across the province selected at random. Monitors examine security procedures for the assessment materials before, during and after the administration and determine whether it was consistent with the EQAO guidelines and instructions.

For 2010, monitors reported that schools maintained tight security. The EQAO assessment materials were stored in secure locations, such as the school vault or the principal's office, and student packages were kept unopened before the start of the administration.

Scoring

EQAO scoring procedures are designed to ensure accurate, fair and reliable results for all students. Before scoring takes place, all student booklets are scrambled so that they can be distributed randomly to scorers. All student booklets go through “blind scoring,” with no information on the student work that could identify a student. EQAO's scoring process includes scorer training, which requires successful completion of a qualifying test, and monitoring for validity and reliability. The validity and reliability of scoring is tracked daily at the scoring site, and retraining occurs if it is required. Students' responses to open-response mathematics questions, reading questions and writing prompts are scored by qualified Ontario educators.

Given the EQAO scoring process, parents and students can be assured that the results obtained are a reliable indication of the students' work and that the work has been scored against the same standard, which has been applied consistently for all students across the province and from year to year.

Reporting

For the primary- and junior-division assessments, EQAO uses a four-level scale to report on student achievement. This scale is based on *The Ontario Curriculum*, which sets Level 3 as the provincial standard. Levels 1 and 2 indicate achievement below the provincial standard, while Level 4 indicates achievement above it.

The results of the assessments yield individual, school and school-board data on student achievement. EQAO posts board and school results on its Web site for public access. As well, EQAO publishes an annual provincial report for education stakeholders and the general public.

Data from the assessments provide valuable information to support improvement planning at the school, school-board and provincial levels.

ABOUT THE EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

The Education Quality and Accountability Office (EQAO) is a catalyst for increasing the success of Ontario students by measuring their achievement of reading, writing and mathematics curriculum expectations. As an arm's-length provincial agency, EQAO plays a pivotal role by conducting province-wide tests at key points in every student's primary, junior and secondary education and reporting the results. This objective and reliable evidence adds to the current knowledge about student learning and is an important tool for improvement at the individual, school, school board and provincial levels.

Schools and school boards create their own reports of EQAO data for distribution to parents and others in their communities.

EQAO provides Individual Student Reports and posts school, school board and provincial results on its Web site (www.eqao.com).

Mandate

EQAO is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values all students having the opportunity to reach their highest possible level of achievement.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment processes and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.

Board Results

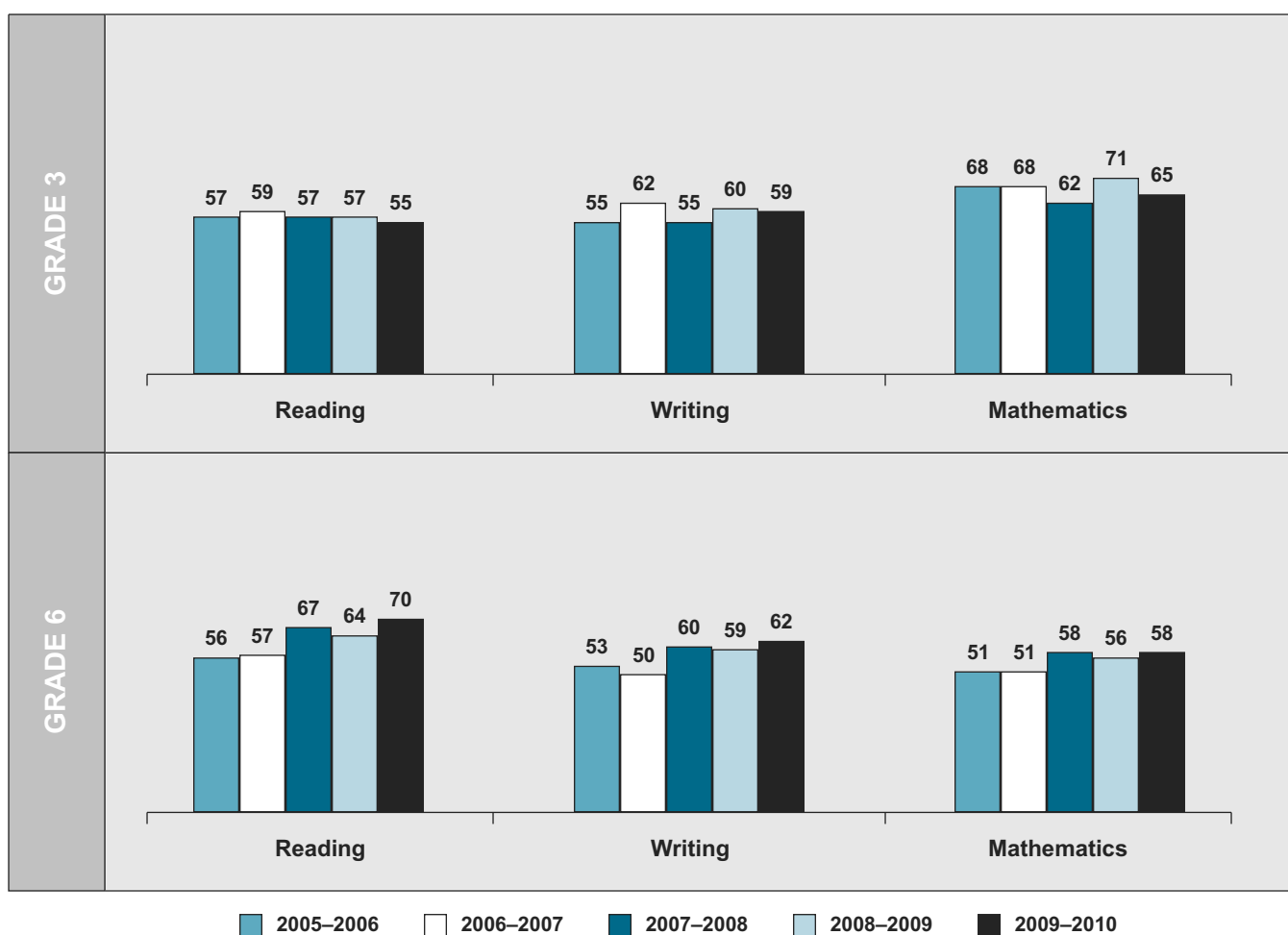
Board Name: Algoma DSB (28010)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	16%	21%
First language learned at home other than English	1%	1%
Number of schools	34	35

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	653	562	576	568	579
Grade 3 mathematics	719	614	624	623	640
Grade 6	859	804	766	740	639

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



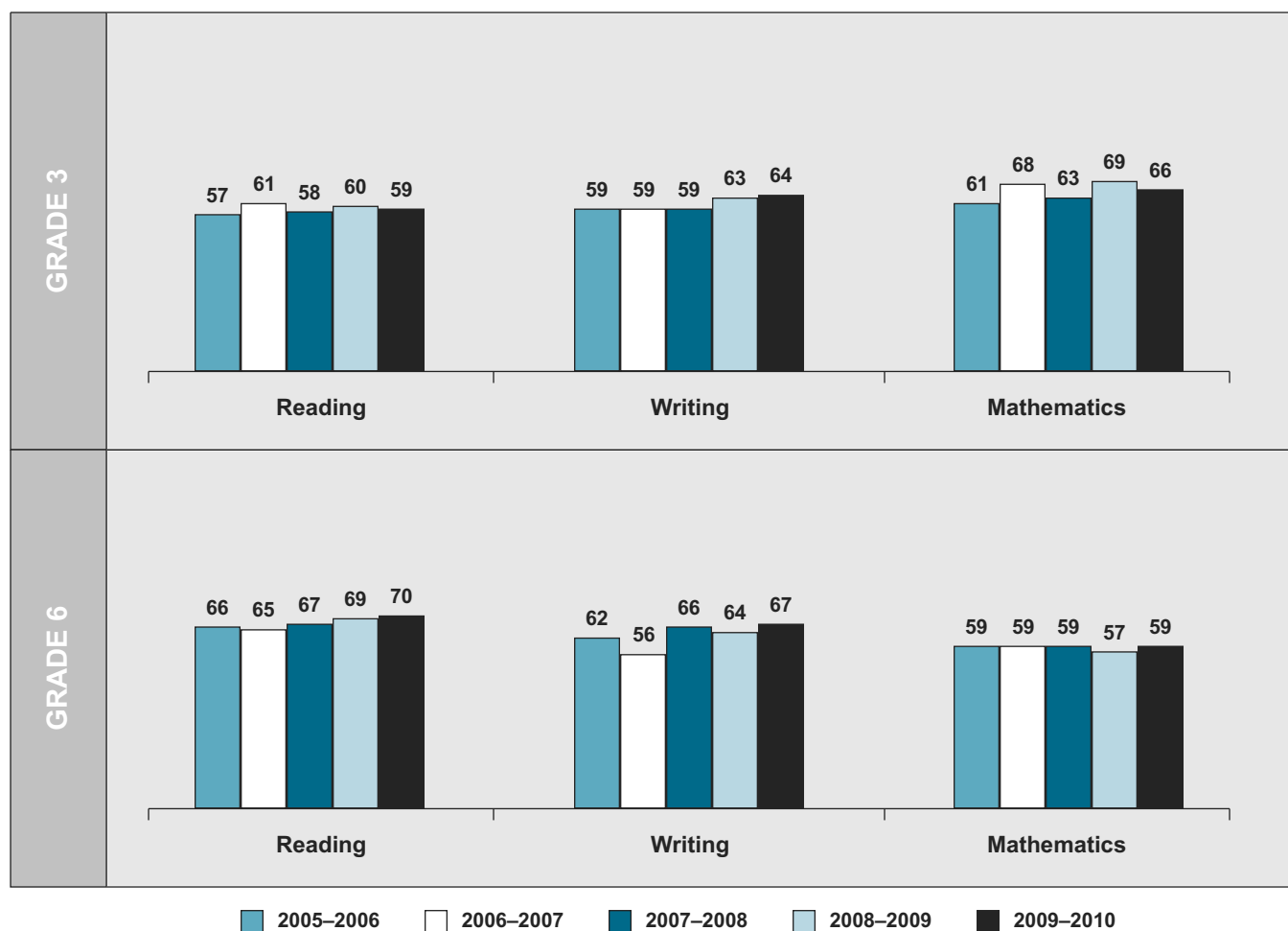
Board Name: Algonquin and Lakeshore Catholic DSB (67202)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	<1%
Students with special education needs (excluding gifted)	17%	23%
First language learned at home other than English	2%	2%
Number of schools	35	34

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	776	763	816	748	756
Grade 3 mathematics	776	763	816	748	756
Grade 6	960	926	896	781	792

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



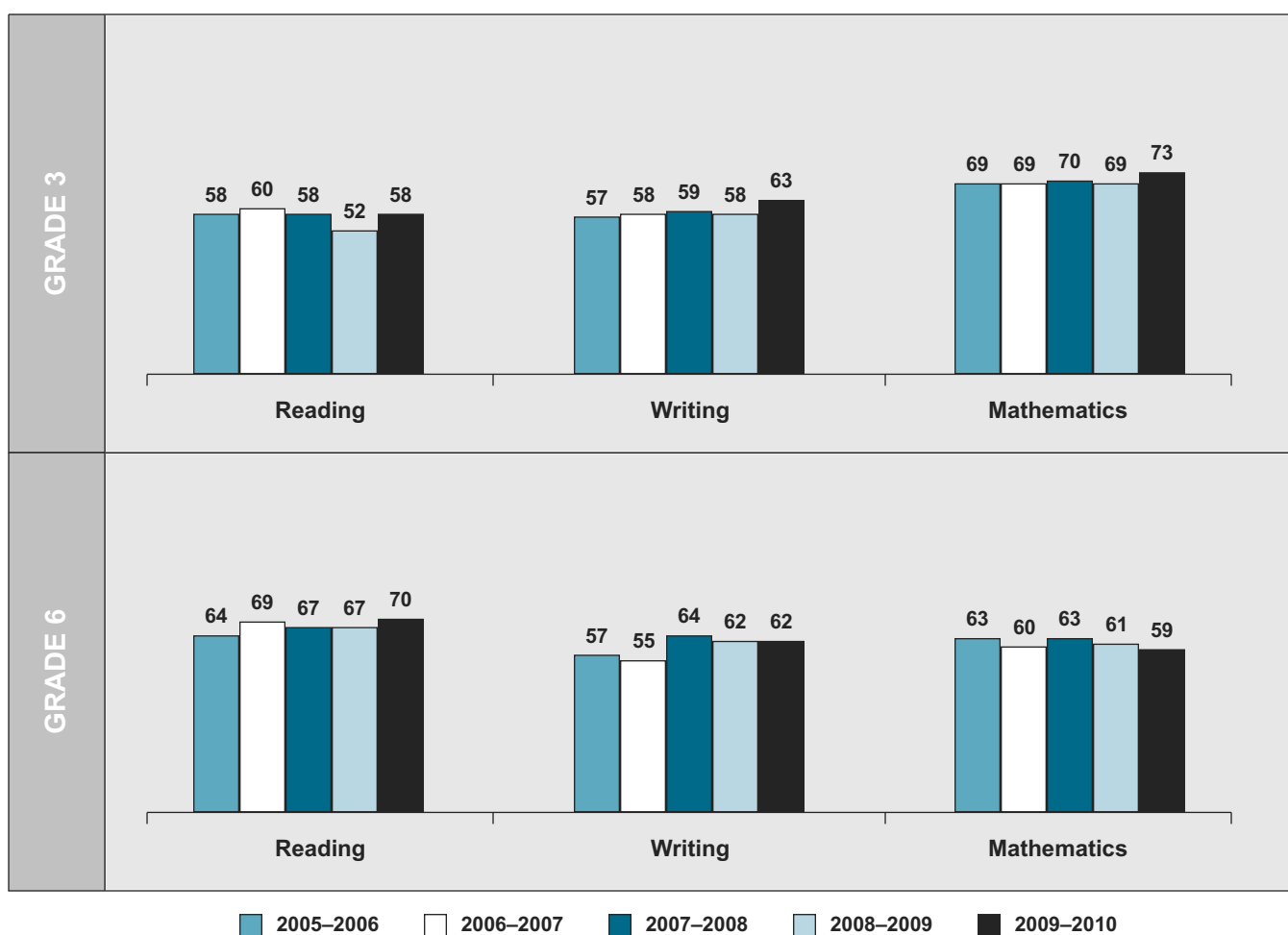
Board Name: Avon Maitland DSB (66010)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	10%	16%
First language learned at home other than English	4%	3%
Number of schools	40	40

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 131	1 211	1 103	1 063	1 066
Grade 3 mathematics	1 131	1 211	1 103	1 063	1 066
Grade 6	1 290	1 300	1 229	1 125	1 208

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



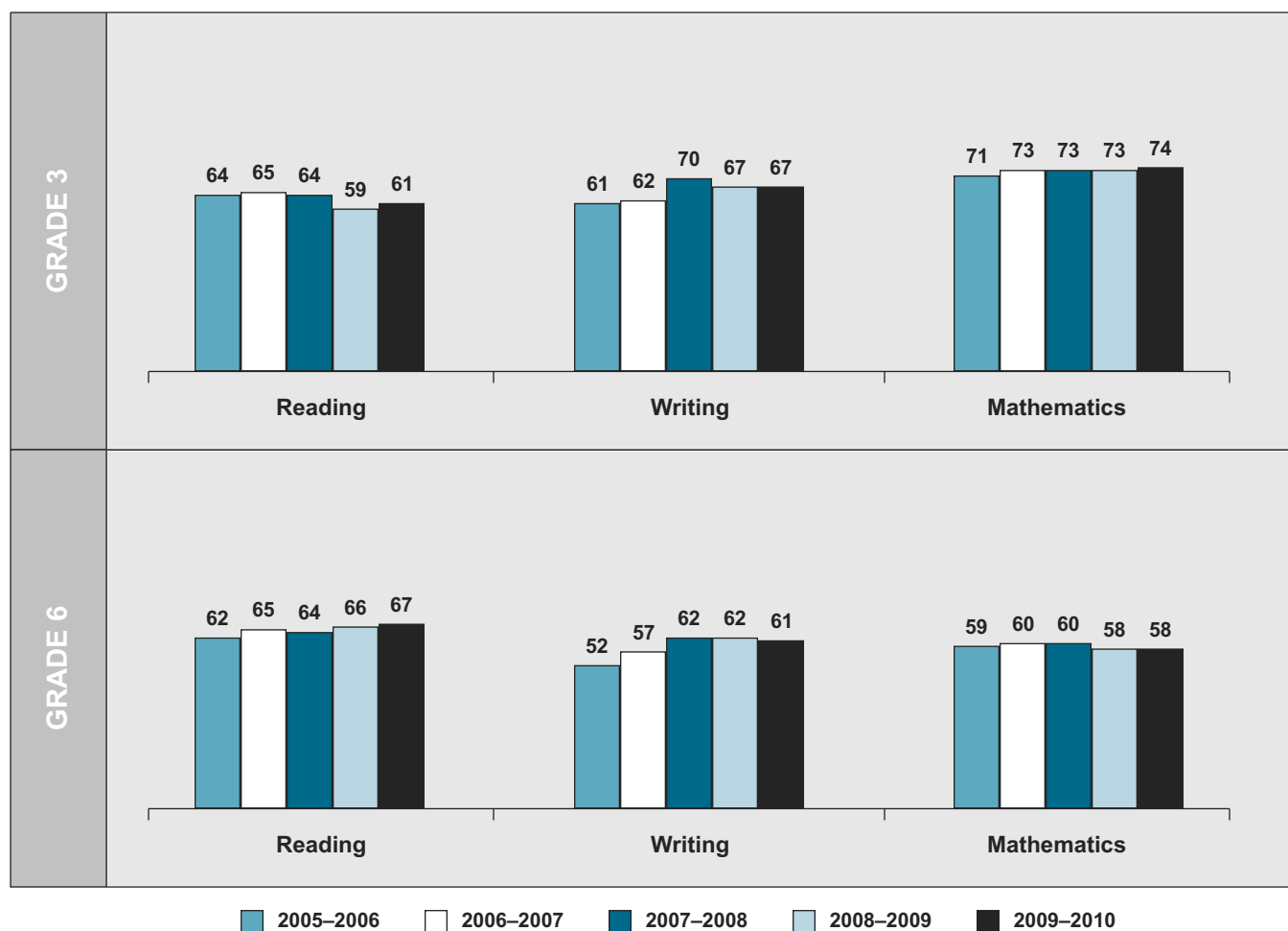
Board Name: Bluewater DSB (66001)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	22%	23%
First language learned at home other than English	1%	1%
Number of schools	39	39

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 277	1 298	1 189	1 141	1 209
Grade 3 mathematics	1 277	1 298	1 189	1 145	1 209
Grade 6	1 561	1 434	1 375	1 308	1 331

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



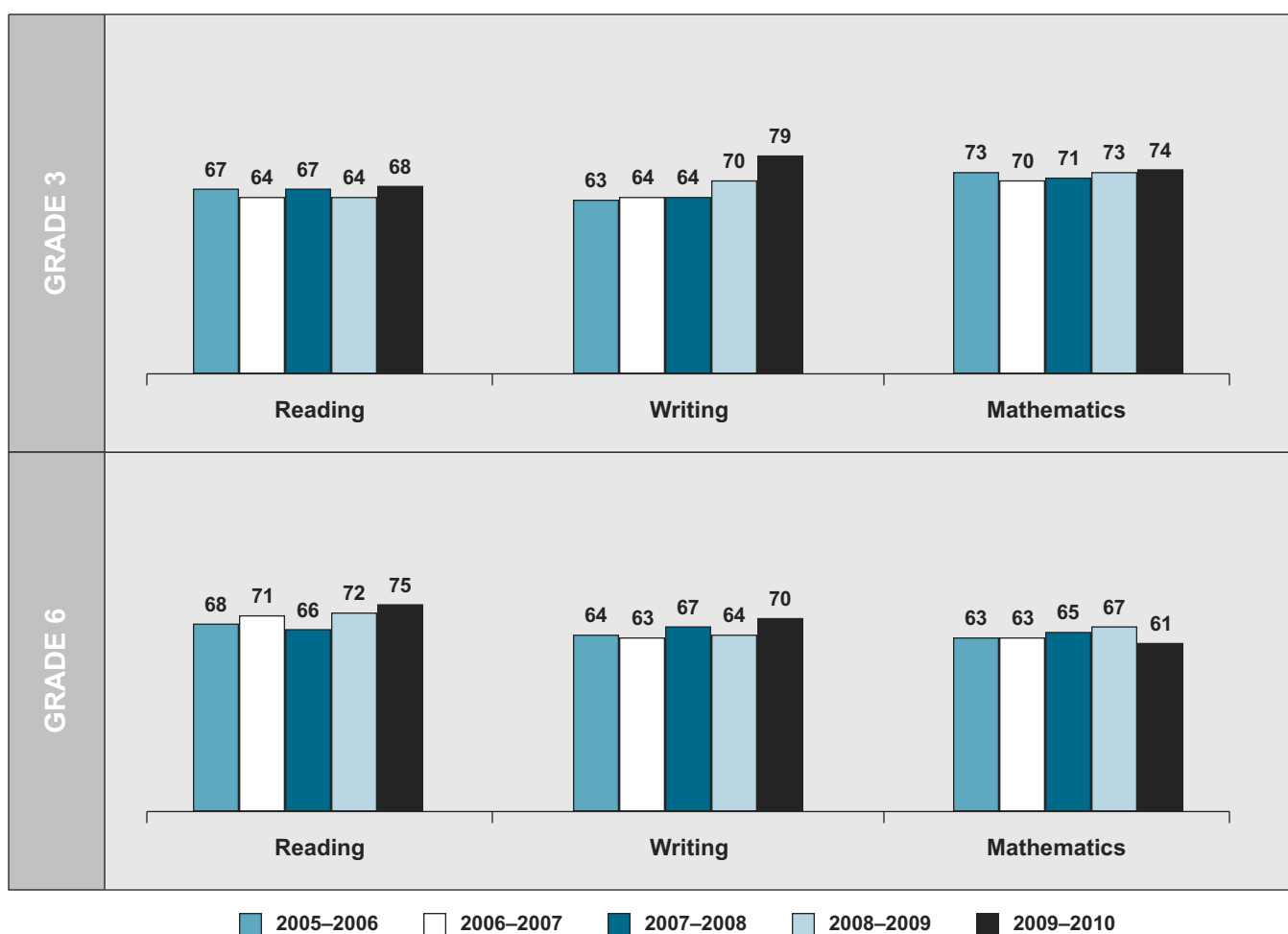
Board Name: Brant Haldimand Norfolk Catholic DSB (67164)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	16%	14%
First language learned at home other than English	1%	1%
Number of schools	31	31

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	761	727	735	684	694
Grade 3 mathematics	761	727	735	684	694
Grade 6	901	834	823	777	722

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



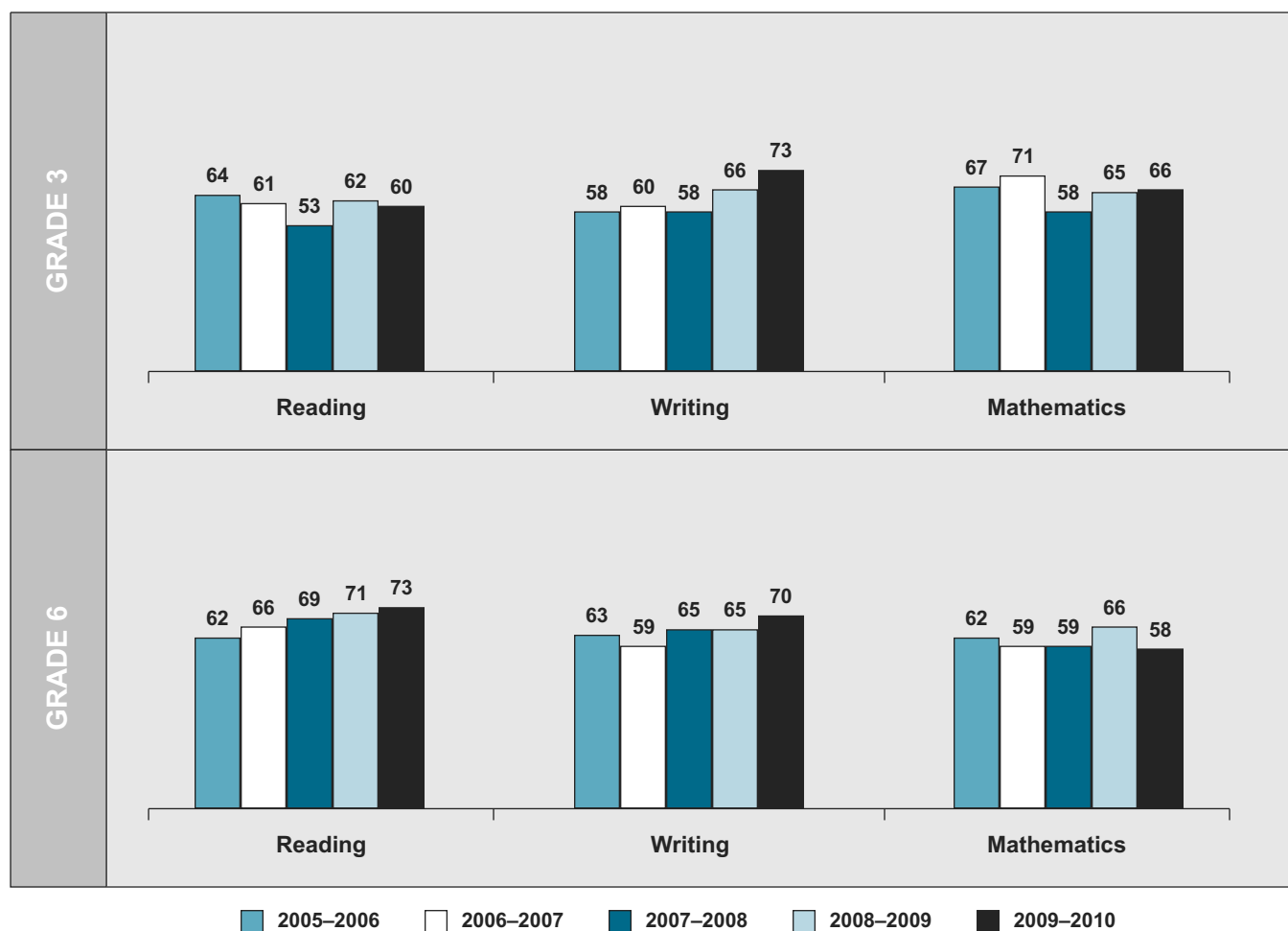
Board Name: Bruce-Grey Catholic DSB (67008)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	24%	20%
First language learned at home other than English	4%	6%
Number of schools	10	10

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	237	254	236	238	244
Grade 3 mathematics	237	254	236	238	244
Grade 6	295	250	279	245	263

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



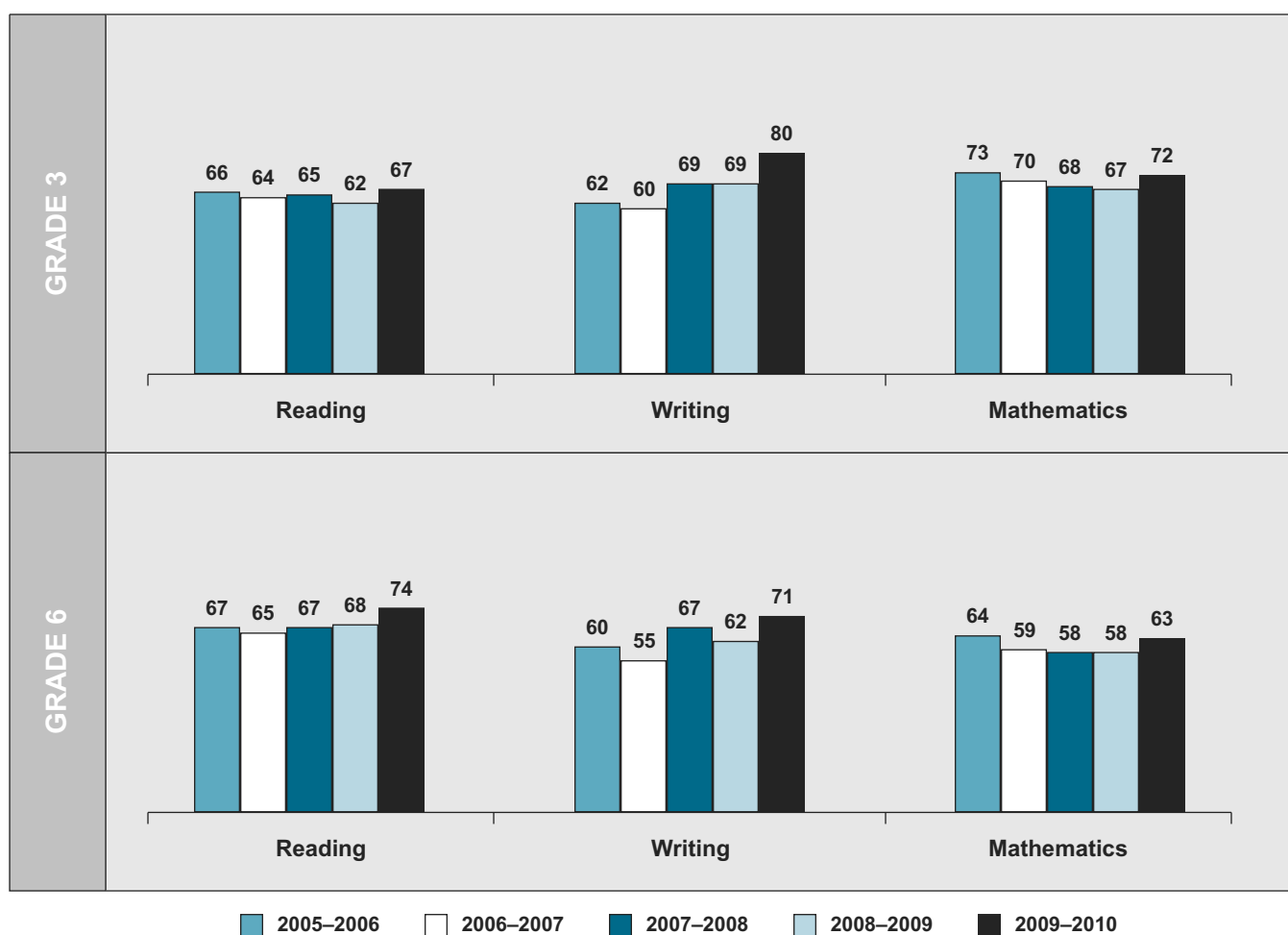
Board Name: Catholic DSB of Eastern Ontario (67172)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	30%	35%
First language learned at home other than English	3%	2%
Number of schools	29	29

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 070	1 028	999	937	953
Grade 3 mathematics	1 070	1 028	999	937	953
Grade 6	1 243	1 168	1 078	1 090	1 070

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



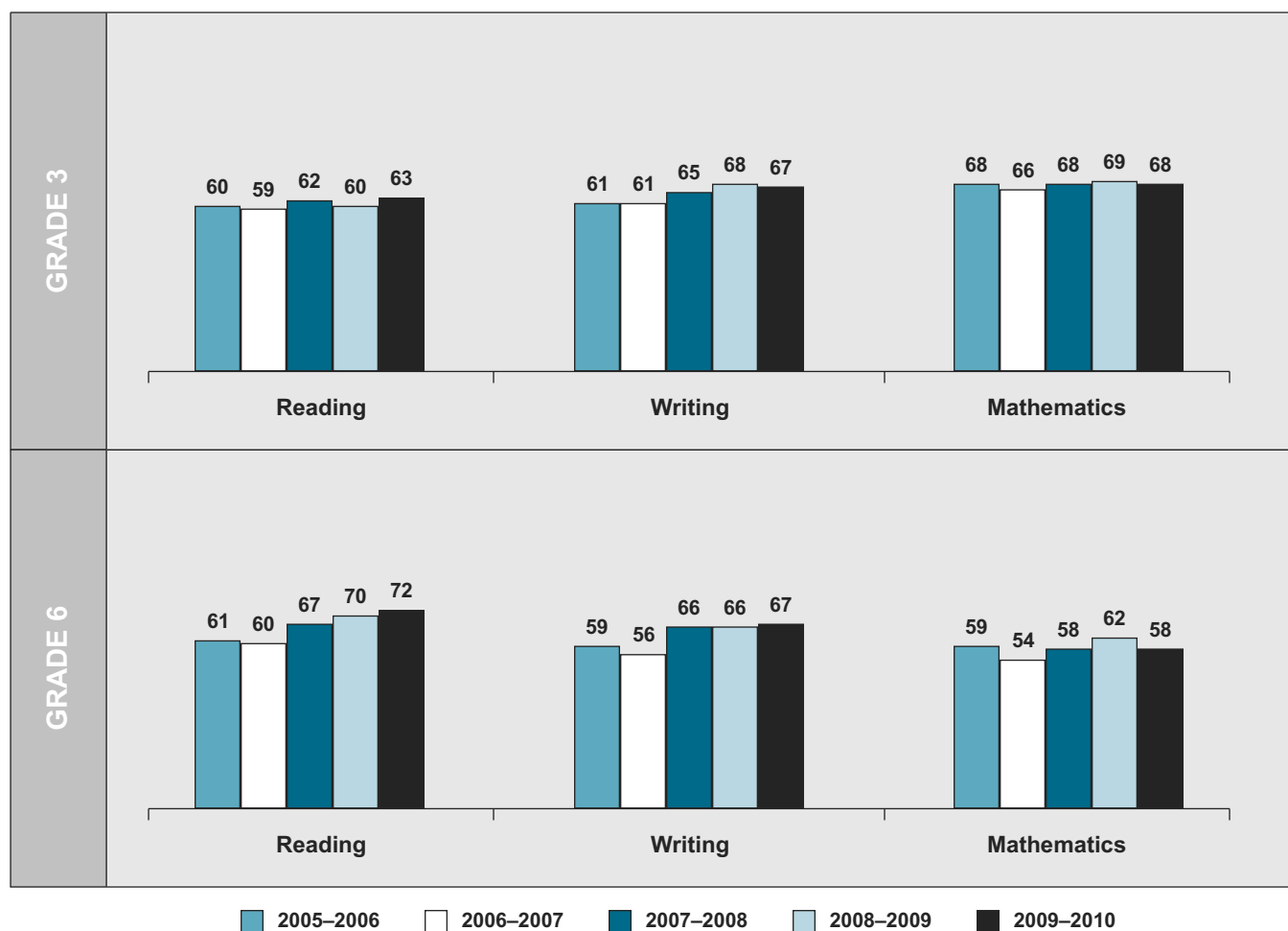
Board Name: DSB of Niagara (66150)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	3%
Students with special education needs (excluding gifted)	21%	22%
First language learned at home other than English	4%	5%
Number of schools	90	91

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	2 711	2 677	2 544	2 432	2 527
Grade 3 mathematics	2 711	2 677	2 544	2 432	2 526
Grade 6	3 073	3 090	2 901	2 755	2 758

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



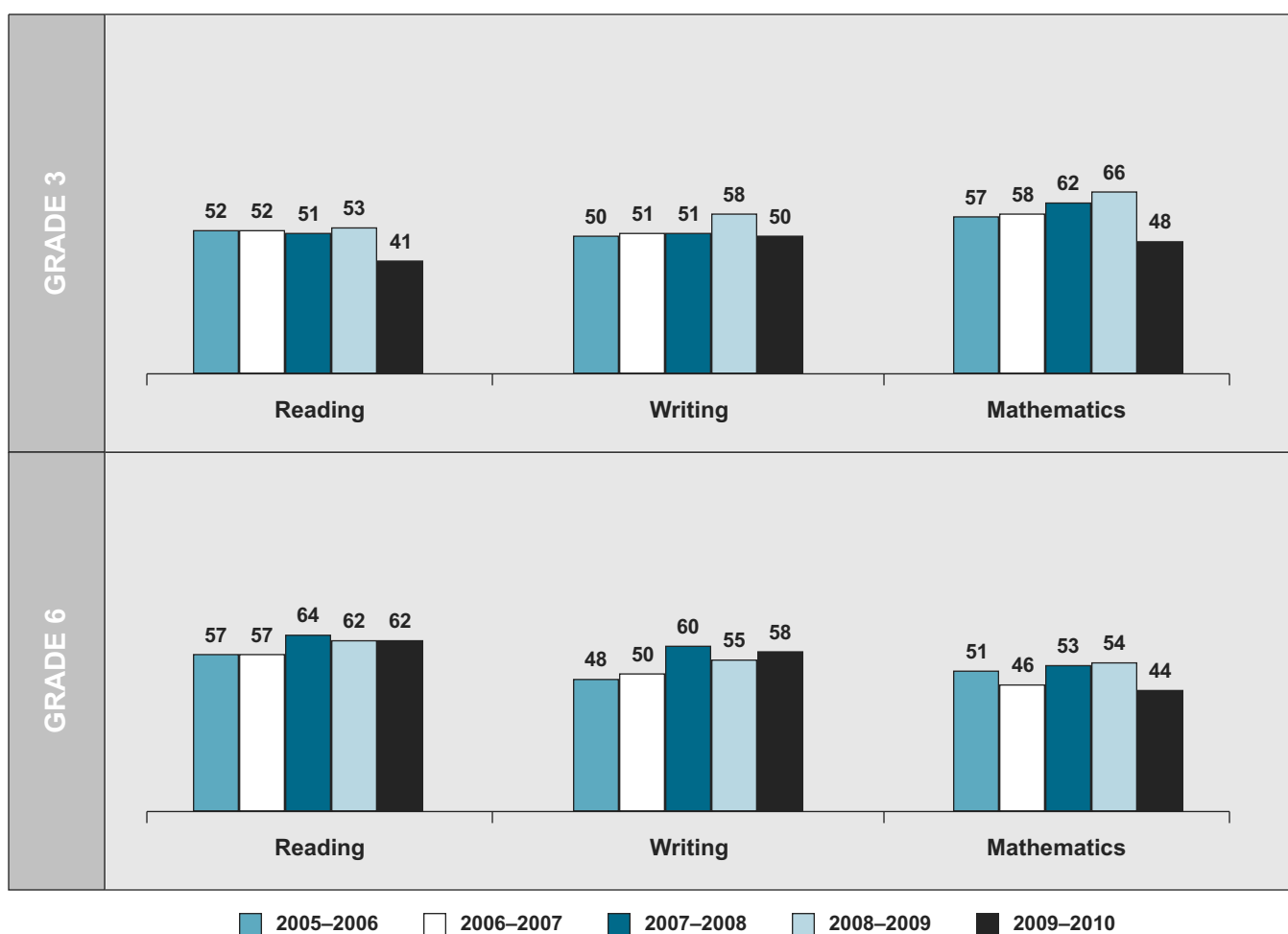
Board Name: DSB Ontario North East (28002)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	20%	23%
First language learned at home other than English	2%	2%
Number of schools	24	26

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	490	474	471	461	425
Grade 3 mathematics	490	474	471	461	425
Grade 6	548	520	530	518	470

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



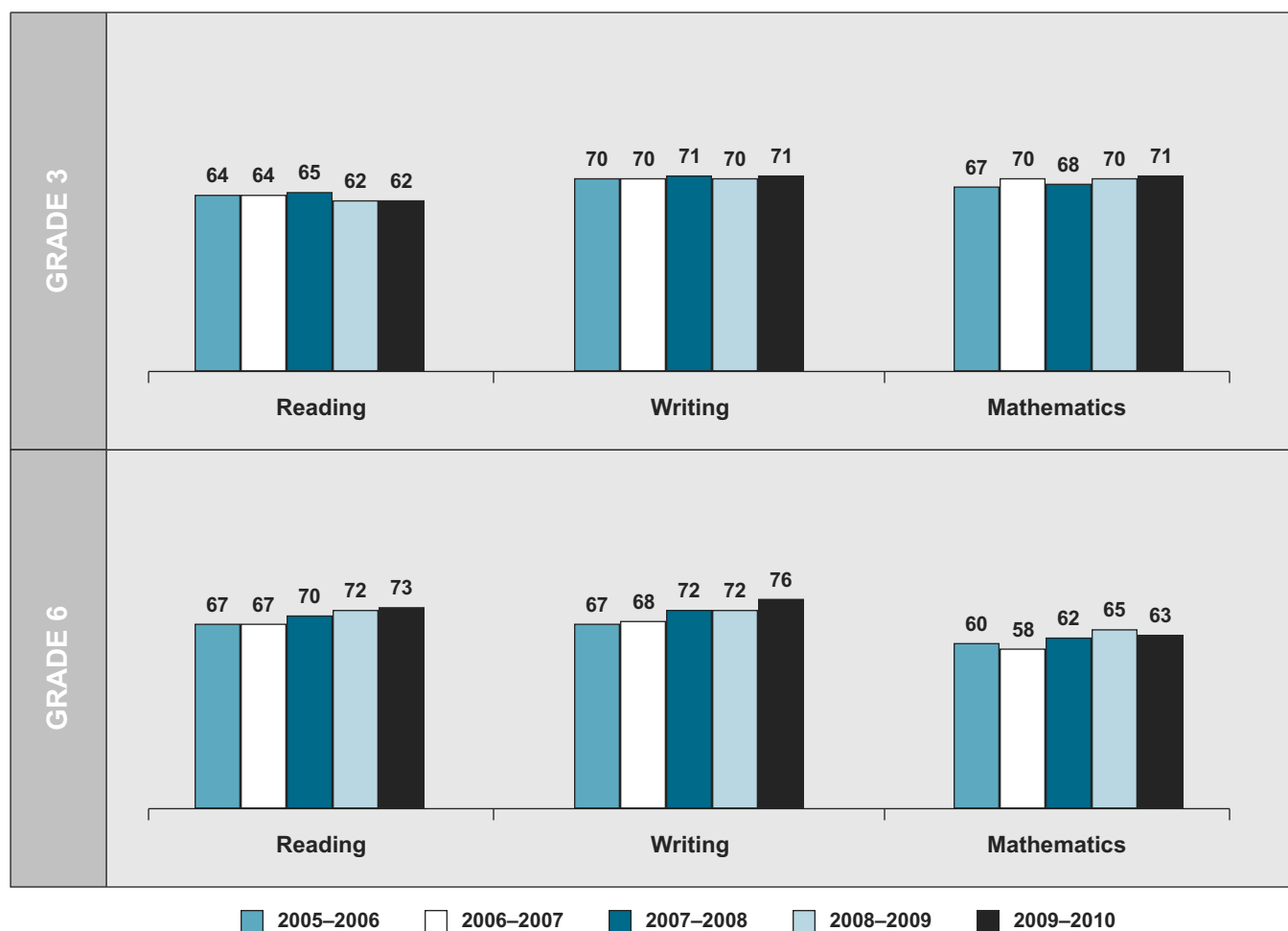
Board Name: Dufferin Peel Catholic DSB (67083)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	26%	10%
Students with special education needs (excluding gifted)	10%	14%
First language learned at home other than English	24%	18%
Number of schools	120	120

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	5 791	5 699	5 376	5 196	5 242
Grade 3 mathematics	5 791	5 699	5 376	5 196	5 242
Grade 6	6 361	6 506	6 378	5 968	5 923

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



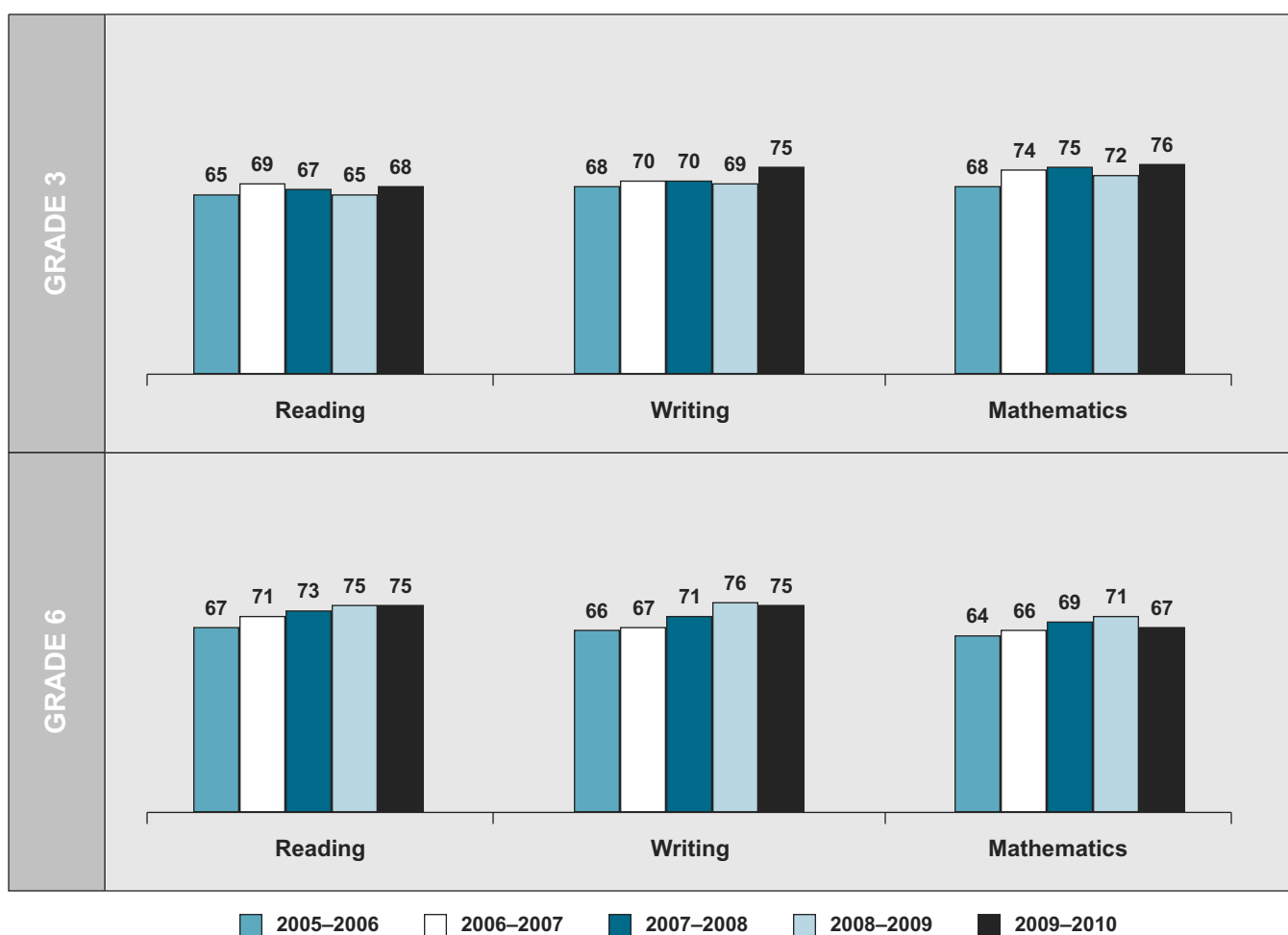
Board Name: Durham Catholic DSB (67105)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	2%
Students with special education needs (excluding gifted)	13%	15%
First language learned at home other than English	3%	4%
Number of schools	39	39

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 746	1 593	1 562	1 483	1 516
Grade 3 mathematics	1 746	1 593	1 562	1 483	1 516
Grade 6	2 038	1 998	1 850	1 741	1 601

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



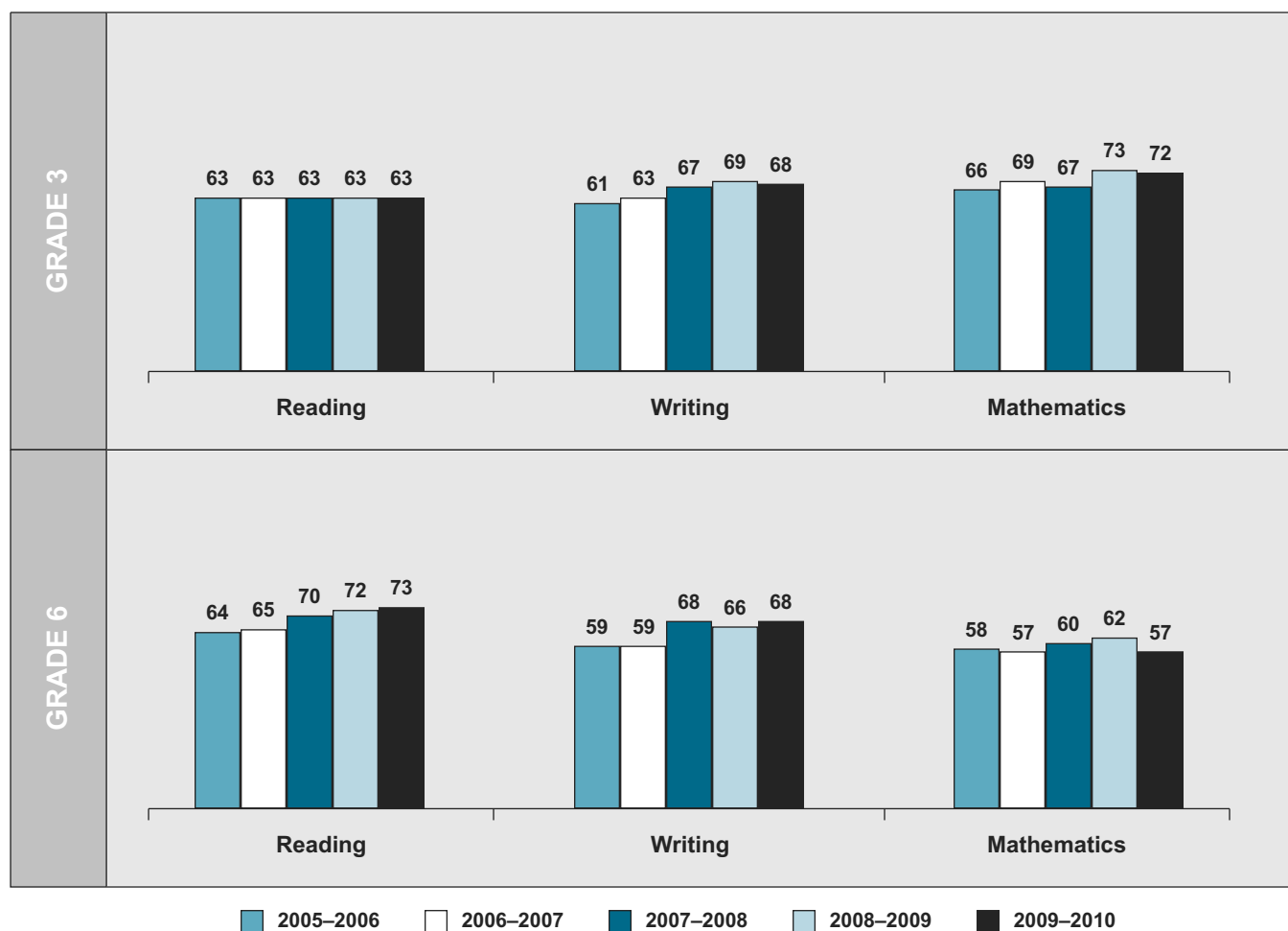
Board Name: Durham DSB (66060)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	1%
Students with special education needs (excluding gifted)	13%	17%
First language learned at home other than English	7%	7%
Number of schools	108	108

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	4 208	4 142	4 103	3 926	4 098
Grade 3 mathematics	4 653	4 602	4 604	4 449	4 659
Grade 6	5 098	5 259	4 891	4 954	4 867

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



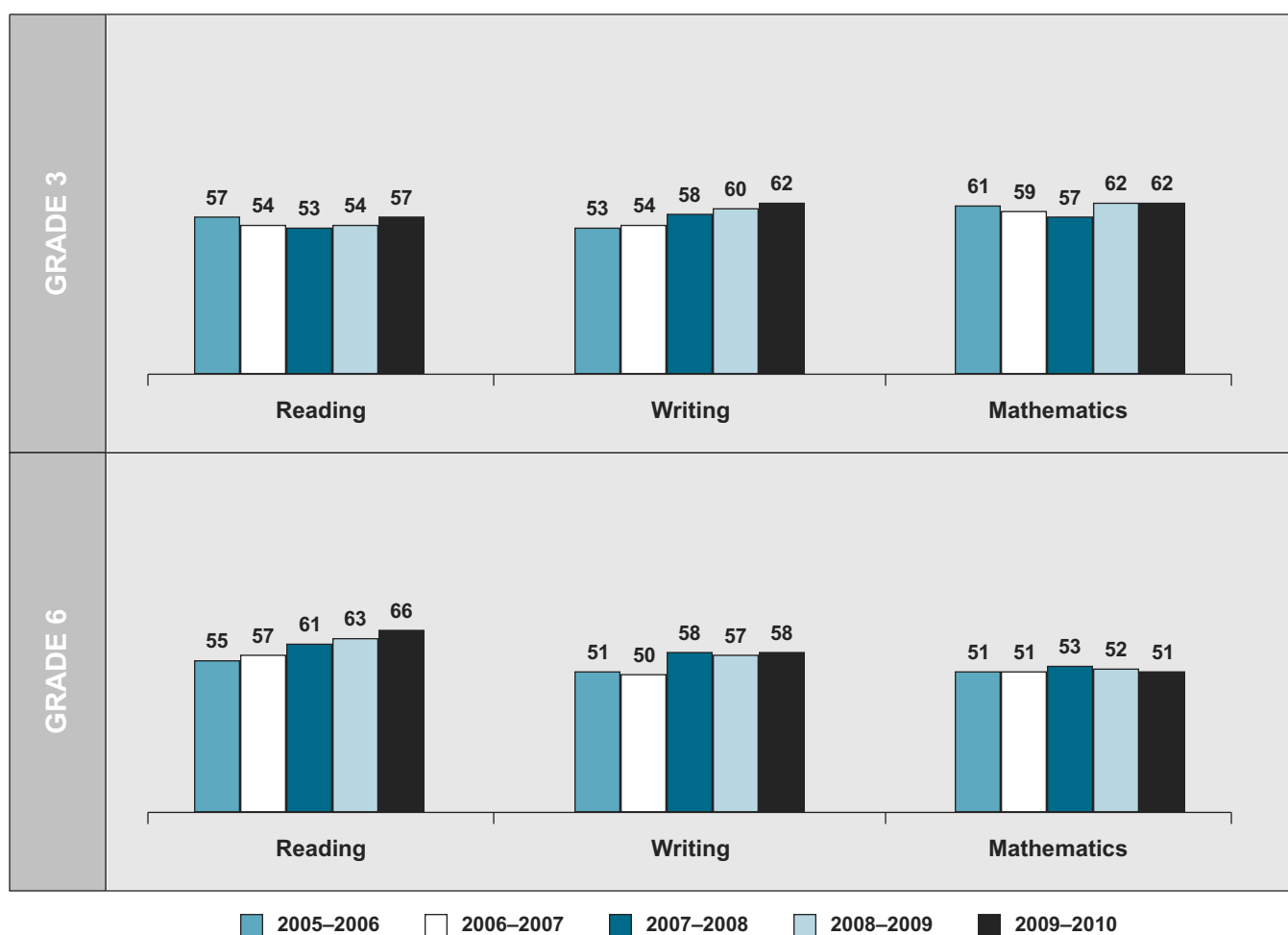
Board Name: Grand Erie DSB (66168)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	22%	21%
First language learned at home other than English	4%	5%
Number of schools	60	60

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 795	1 776	1 767	1 803	1 814
Grade 3 mathematics	1 854	1 844	1 767	1 804	1 814
Grade 6	2 088	2 139	1 956	1 885	1 893

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



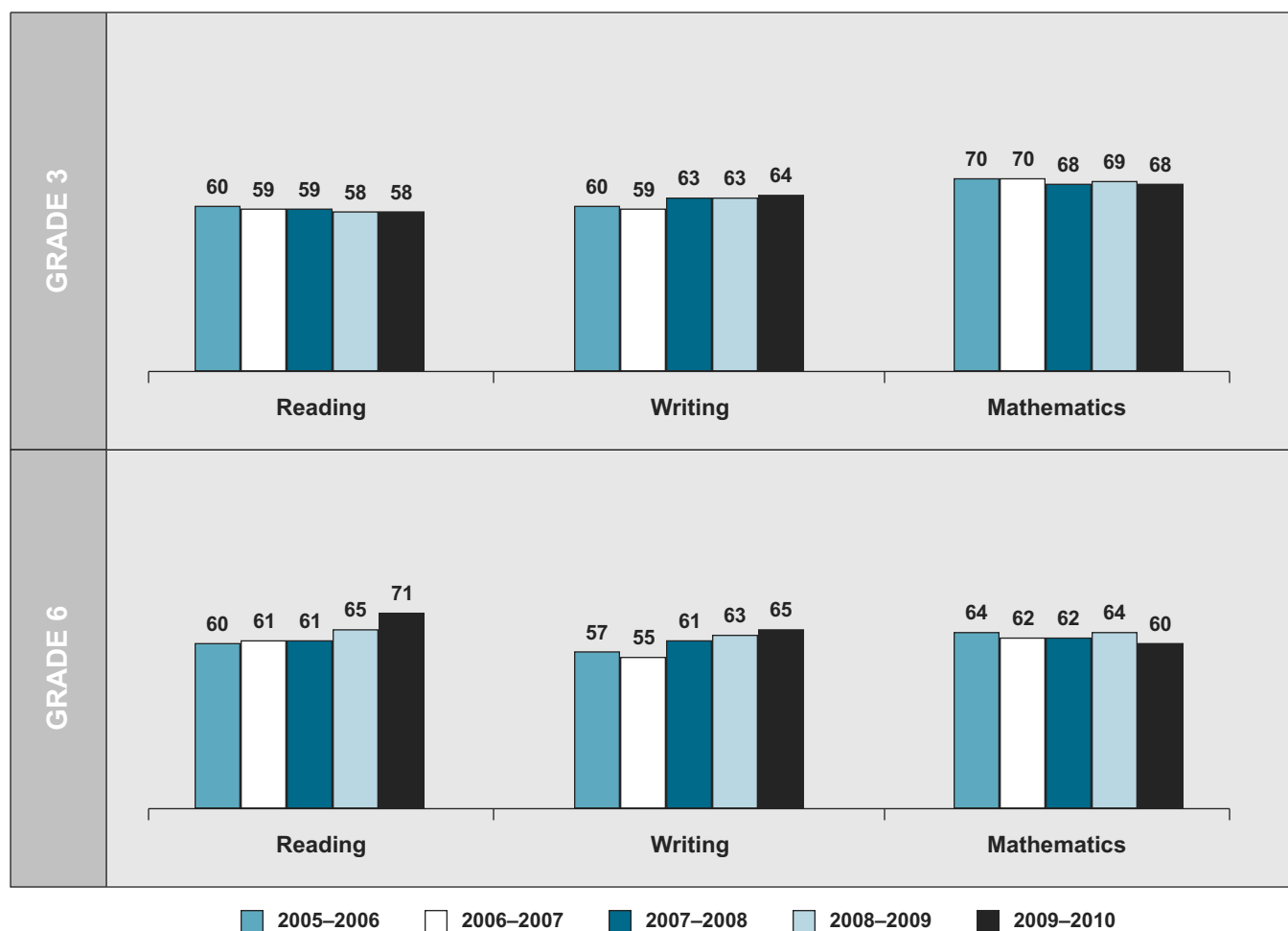
Board Name: Greater Essex County DSB (66028)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	10%	15%
First language learned at home other than English	22%	21%
Number of schools	58	58

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	2 651	2 542	2 431	2 440	2 429
Grade 3 mathematics	2 651	2 542	2 431	2 440	2 429
Grade 6	2 879	2 828	2 627	2 614	2 550

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



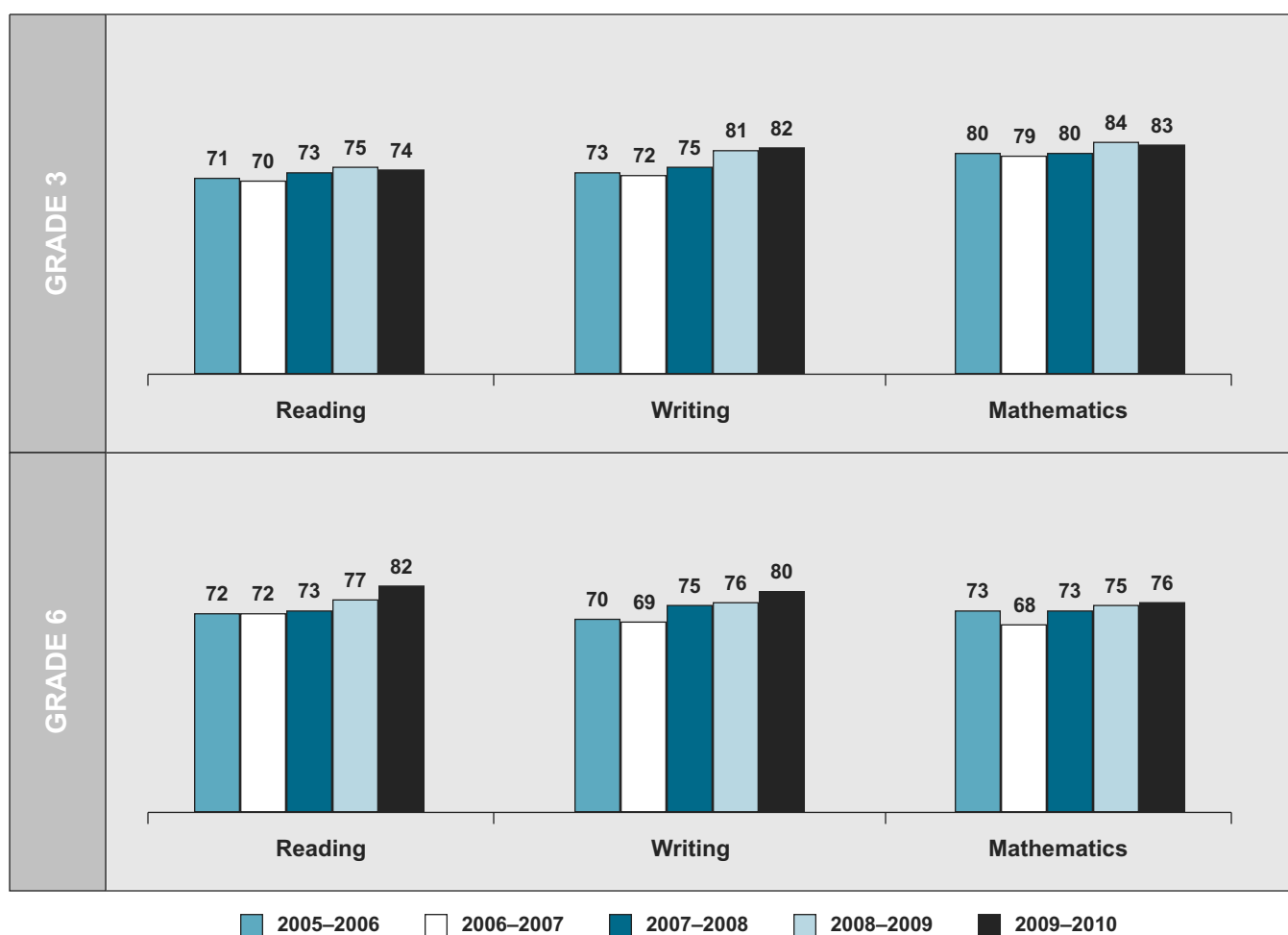
Board Name: Halton Catholic DSB (67113)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	8%	11%
First language learned at home other than English	7%	8%
Number of schools	40	40

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 953	2 001	1 919	1 794	2 027
Grade 3 mathematics	1 953	2 001	1 919	1 794	2 027
Grade 6	2 174	2 149	2 158	2 100	2 157

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



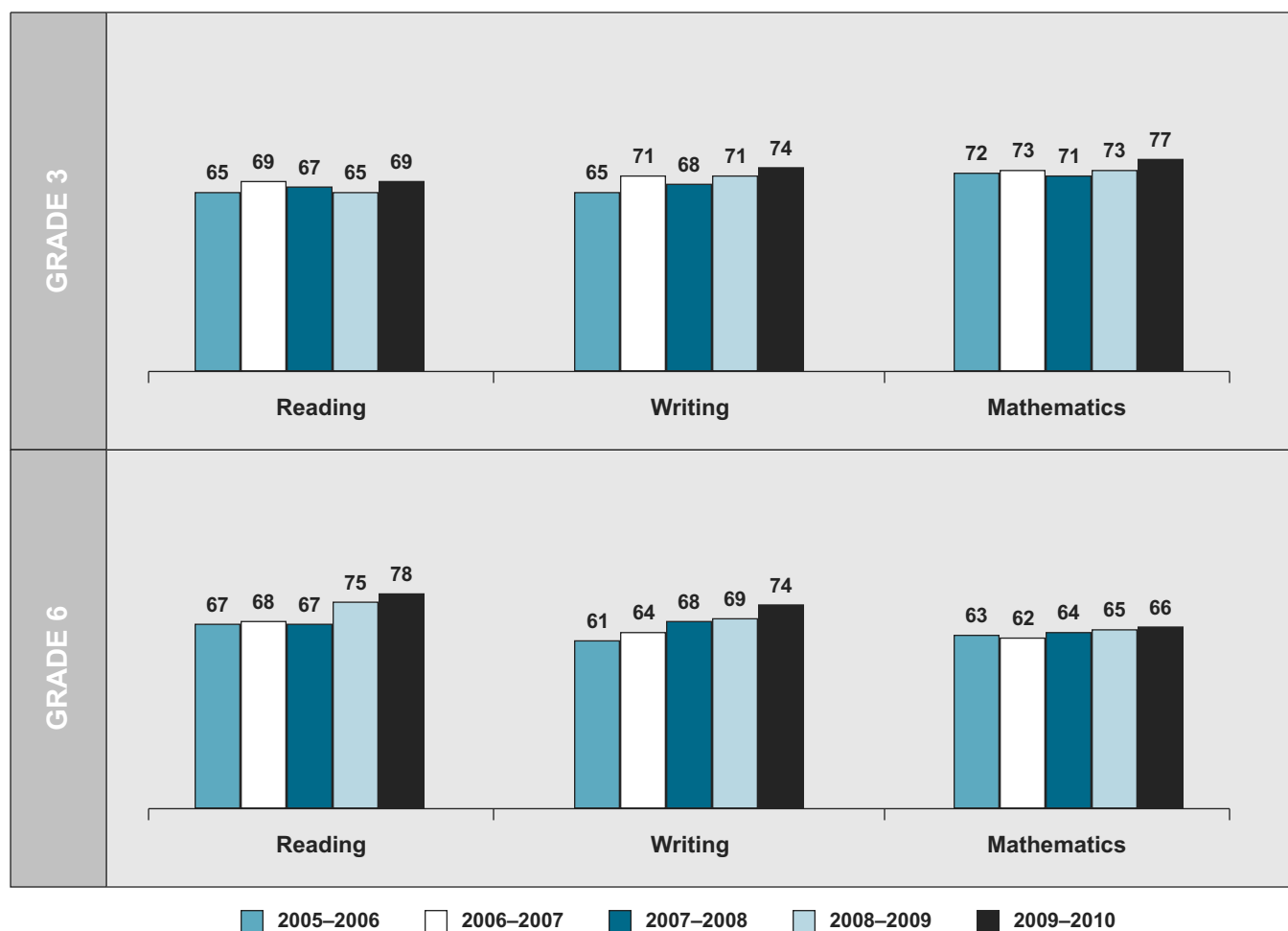
Board Name: Halton DSB (66133)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	8%	5%
Students with special education needs (excluding gifted)	11%	15%
First language learned at home other than English	15%	15%
Number of schools	74	59

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	3 357	3 311	3 473	3 582	3 800
Grade 3 mathematics	3 357	3 311	3 473	3 582	3 800
Grade 6	3 537	3 530	3 615	3 642	3 634

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



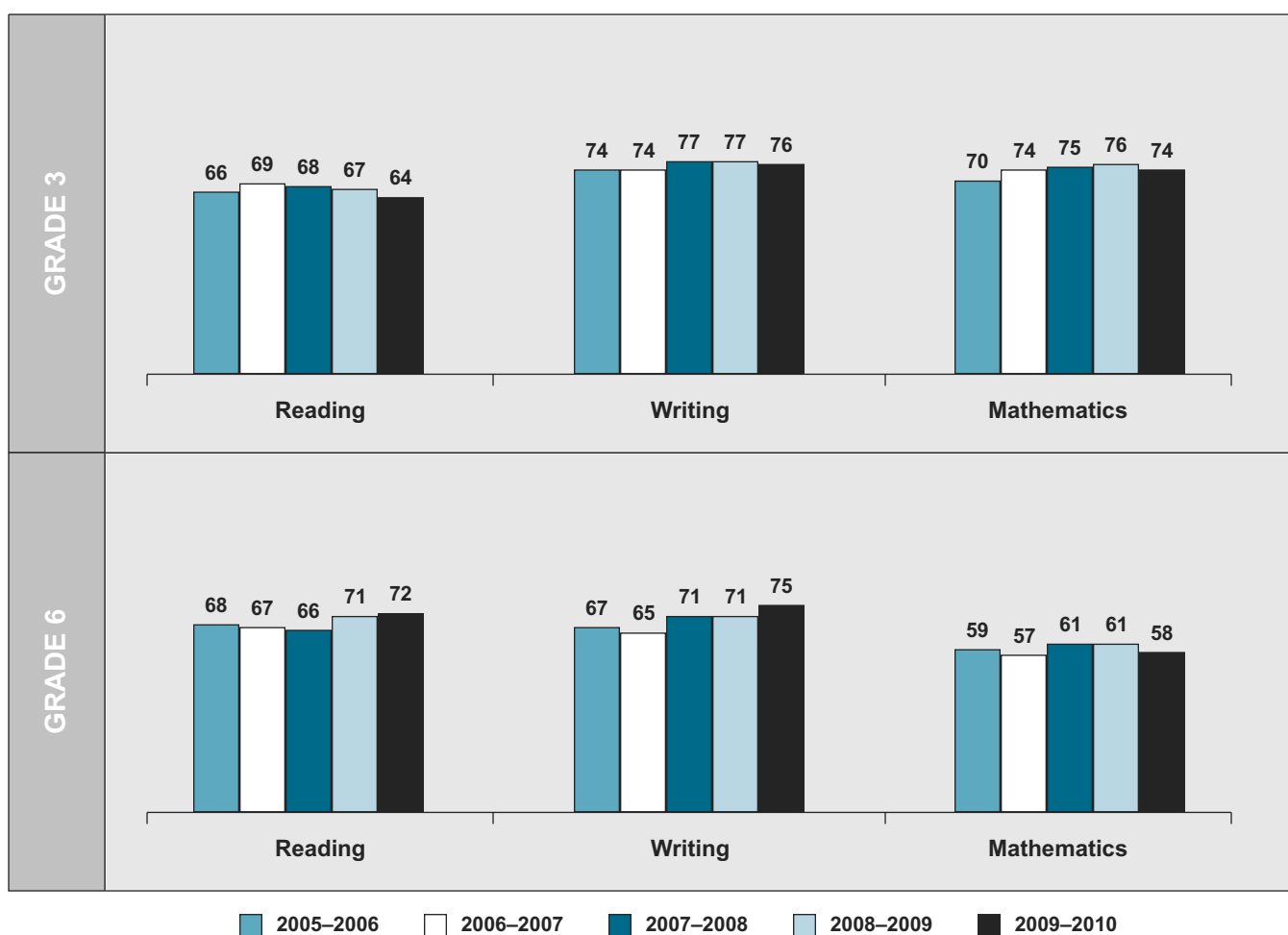
Board Name: Hamilton-Wentworth Catholic DSB (67121)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	4%
Students with special education needs (excluding gifted)	14%	18%
First language learned at home other than English	17%	17%
Number of schools	50	50

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	2 012	1 929	1 917	1 875	1 948
Grade 3 mathematics	2 012	1 929	1 917	1 875	1 948
Grade 6	2 219	2 164	2 116	2 054	1 987

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



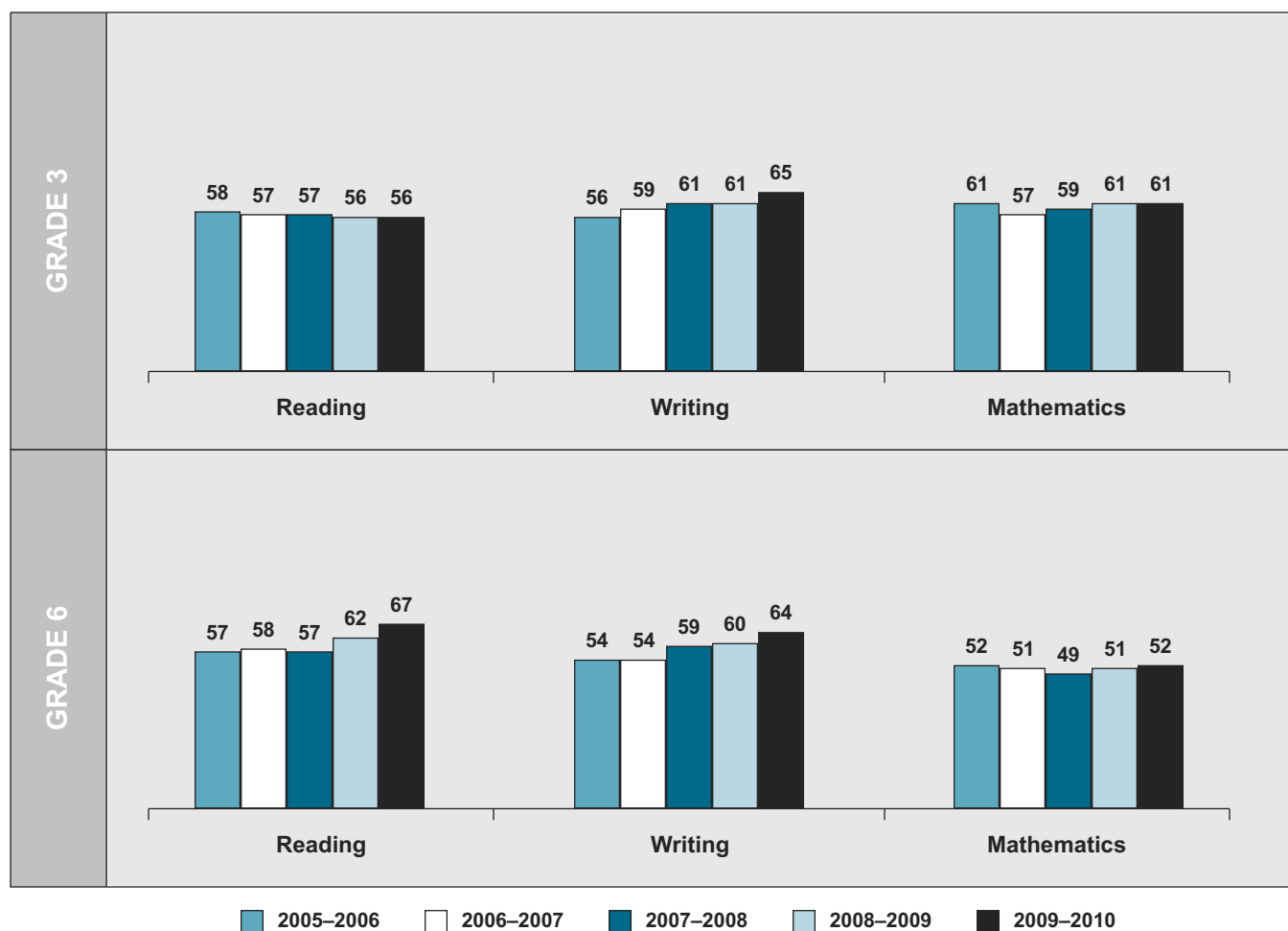
Board Name: Hamilton-Wentworth DSB (66141)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	20%	16%
Students with special education needs (excluding gifted)	19%	19%
First language learned at home other than English	22%	21%
Number of schools	87	73

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	3 619	3 686	3 499	3 367	3 472
Grade 3 mathematics	3 619	3 686	3 499	3 369	3 474
Grade 6	4 035	3 875	3 806	3 690	3 745

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



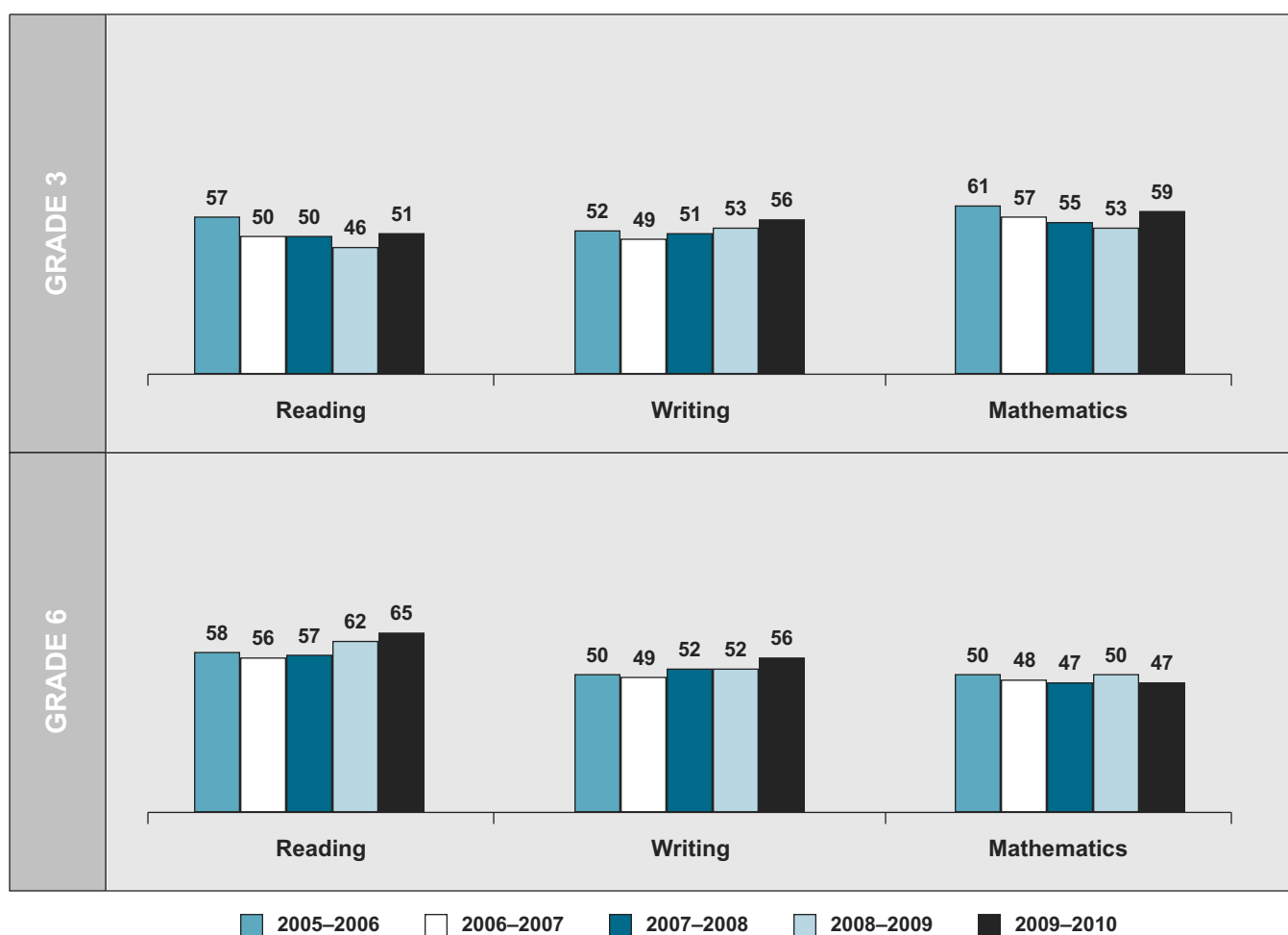
Board Name: Hastings and Prince Edward DSB (66222)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	23%	24%
First language learned at home other than English	1%	2%
Number of schools	38	36

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 141	1 155	1 060	1 054	1 055
Grade 3 mathematics	1 141	1 155	1 060	1 054	1 055
Grade 6	1 317	1 320	1 205	1 169	1 189

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



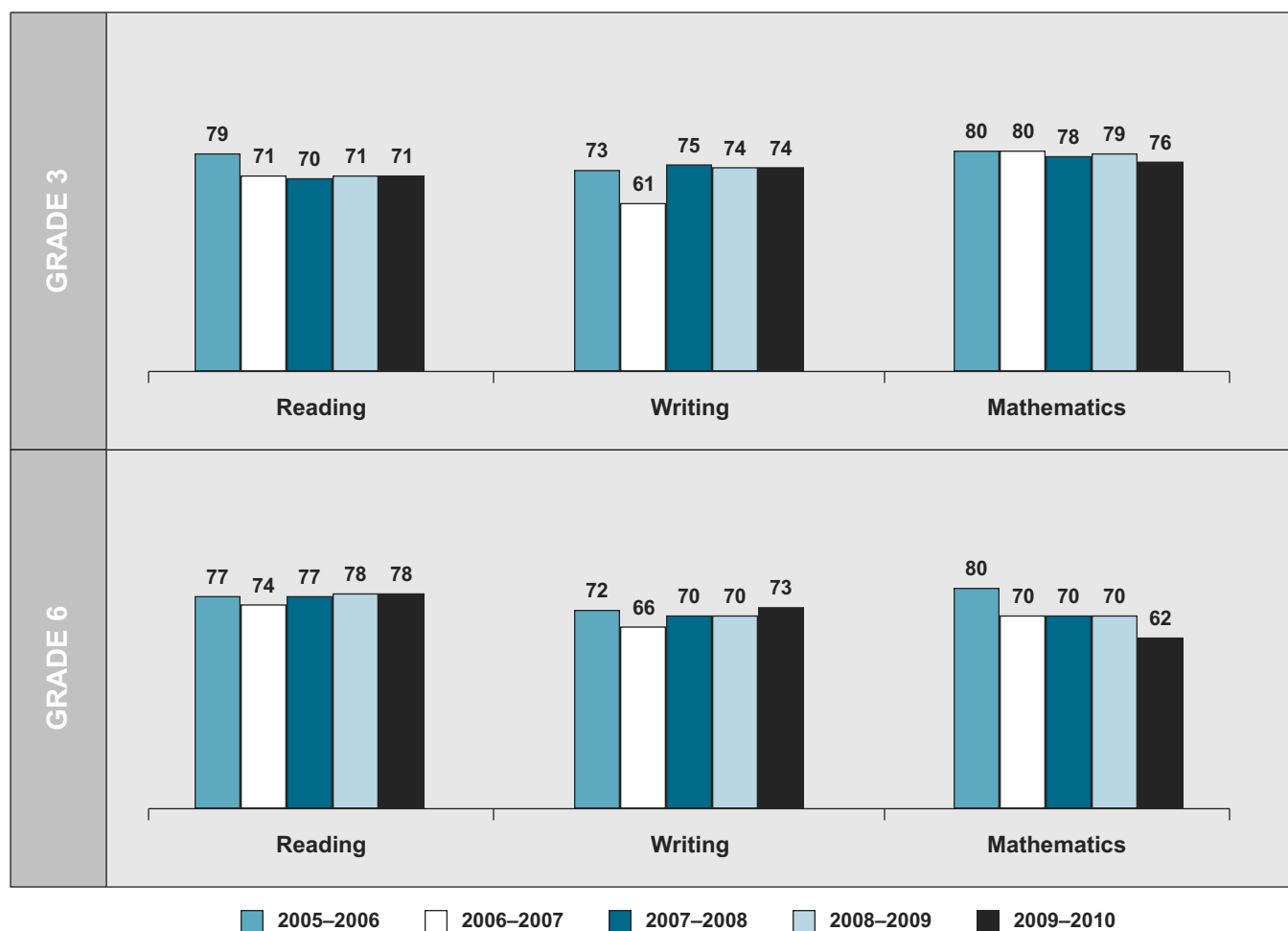
Board Name: Huron-Perth Catholic DSB (67016)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	13%	19%
First language learned at home other than English	1%	2%
Number of schools	15	15

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	332	350	342	300	326
Grade 3 mathematics	332	350	342	300	326
Grade 6	334	397	338	337	365

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



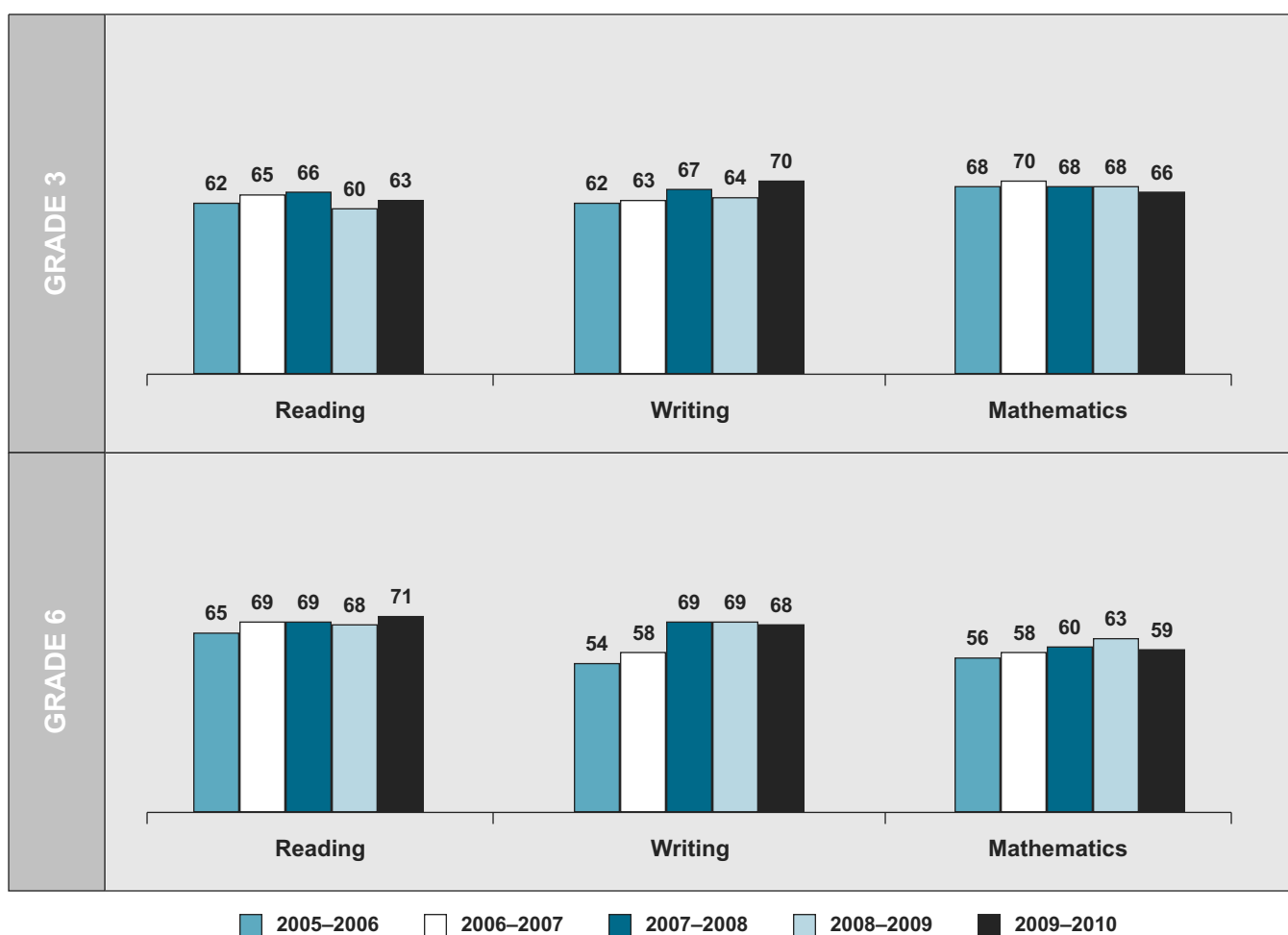
Board Name: Huron-Superior Catholic DSB (29025)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	<1%
Students with special education needs (excluding gifted)	22%	22%
First language learned at home other than English	1%	<1%
Number of schools	24	24

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	465	473	420	403	394
Grade 3 mathematics	465	473	420	403	394
Grade 6	515	493	442	471	465

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



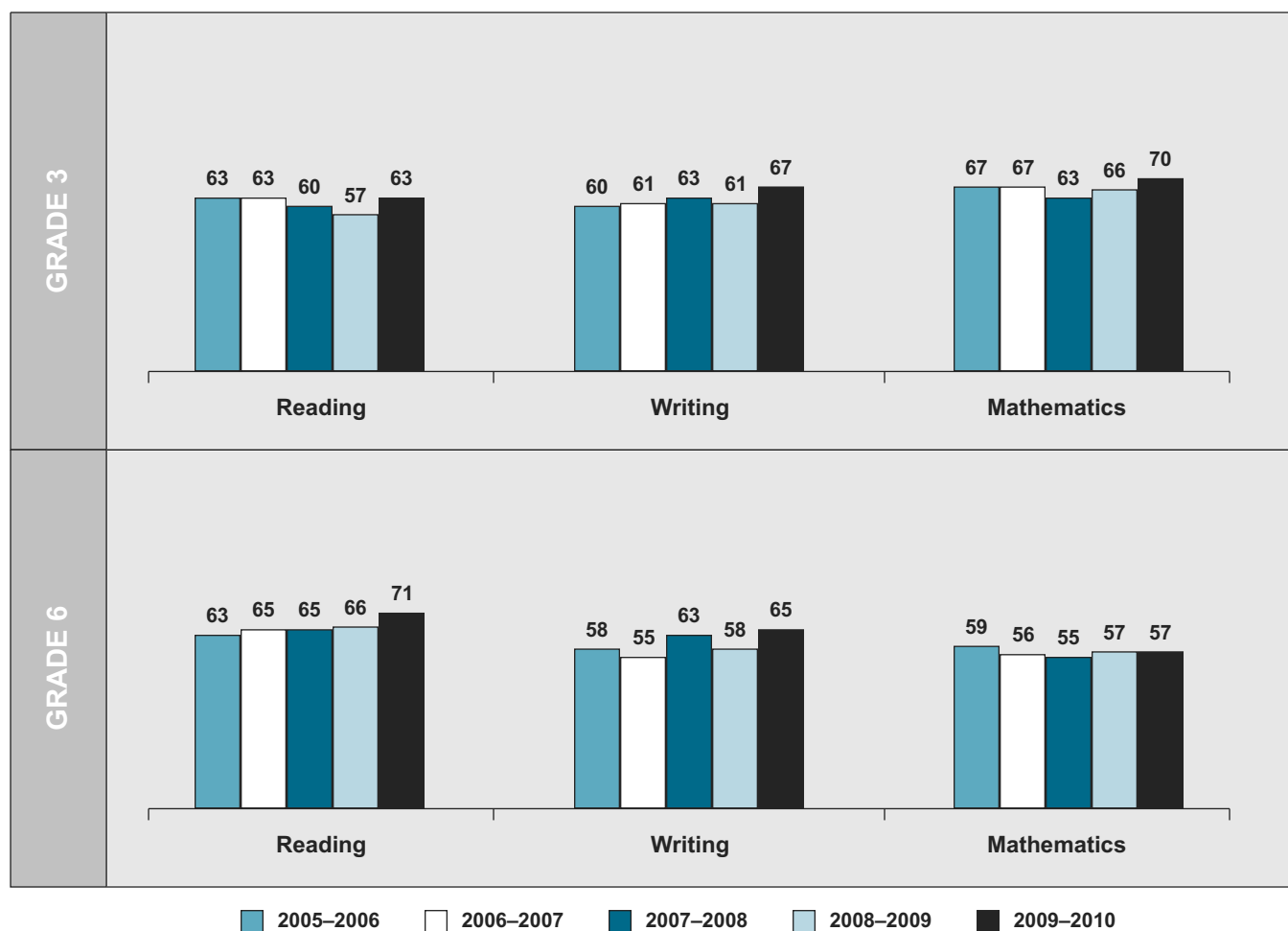
Board Name: Kawartha Pine Ridge DSB (66079)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	1%
Students with special education needs (excluding gifted)	21%	29%
First language learned at home other than English	2%	1%
Number of schools	68	68

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	2 503	2 427	2 308	2 180	2 251
Grade 3 mathematics	2 503	2 411	2 308	2 180	2 202
Grade 6	2 839	2 887	2 685	2 507	2 497

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



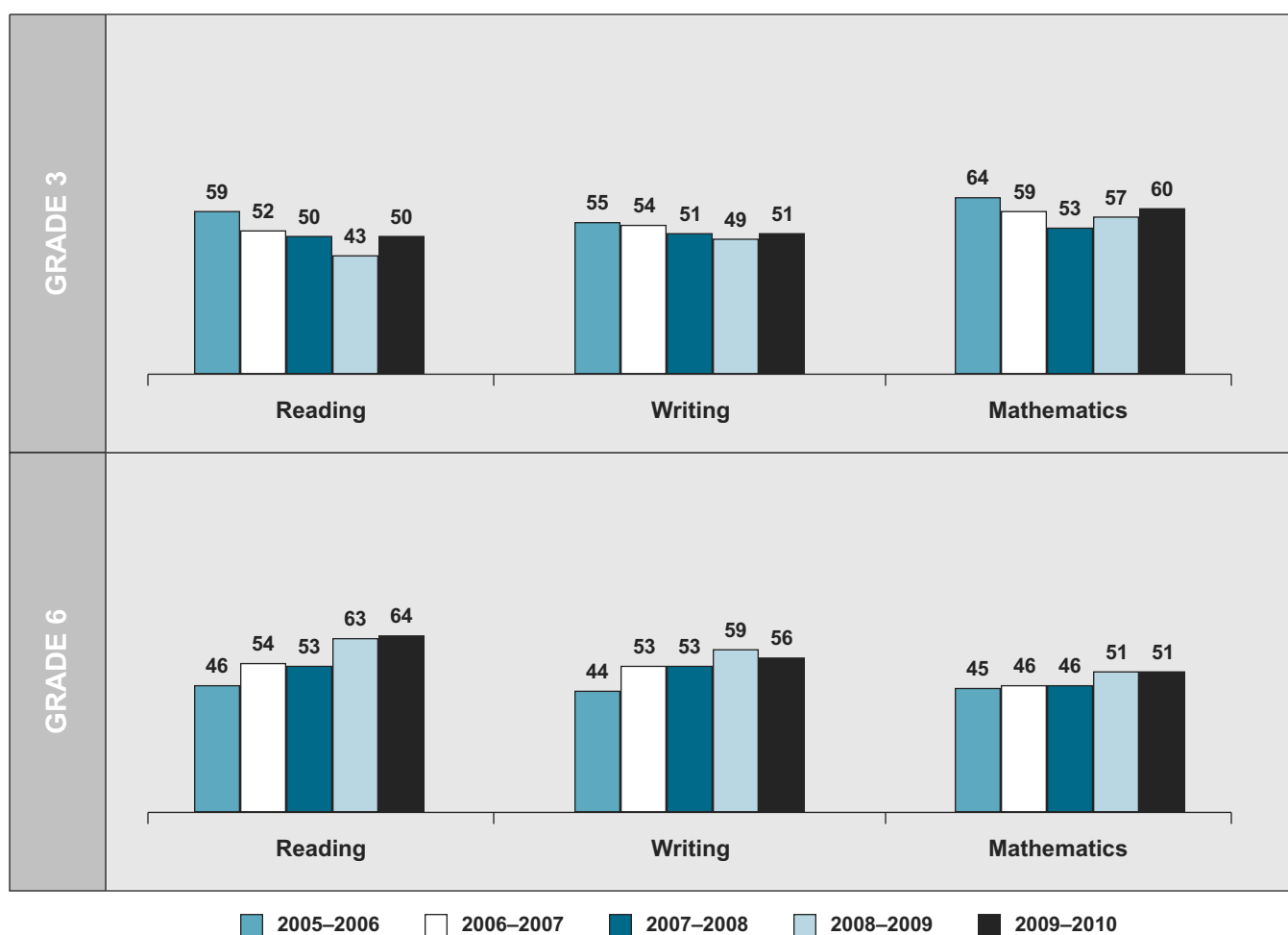
Board Name: Keewatin-Patricia DSB (28045)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	19%	24%
First language learned at home other than English	<1%	1%
Number of schools	18	19

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	379	352	330	313	288
Grade 3 mathematics	379	352	330	313	288
Grade 6	407	390	412	357	348

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



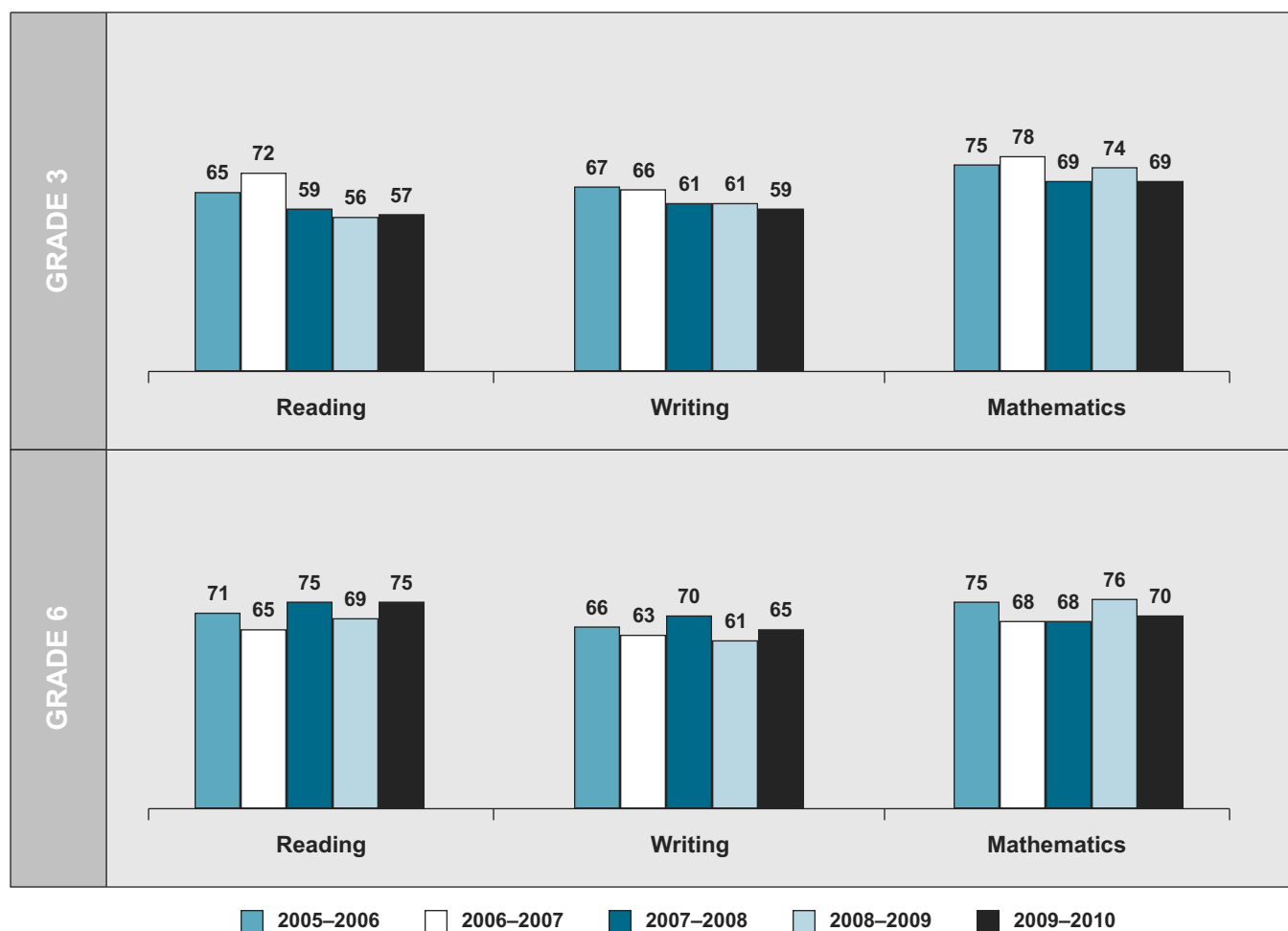
Board Name: Kenora Catholic DSB (29050)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	17%	17%
First language learned at home other than English	1%	0%
Number of schools	4	4

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	96	97	98	87	125
Grade 3 mathematics	96	97	98	87	125
Grade 6	114	92	106	100	103

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



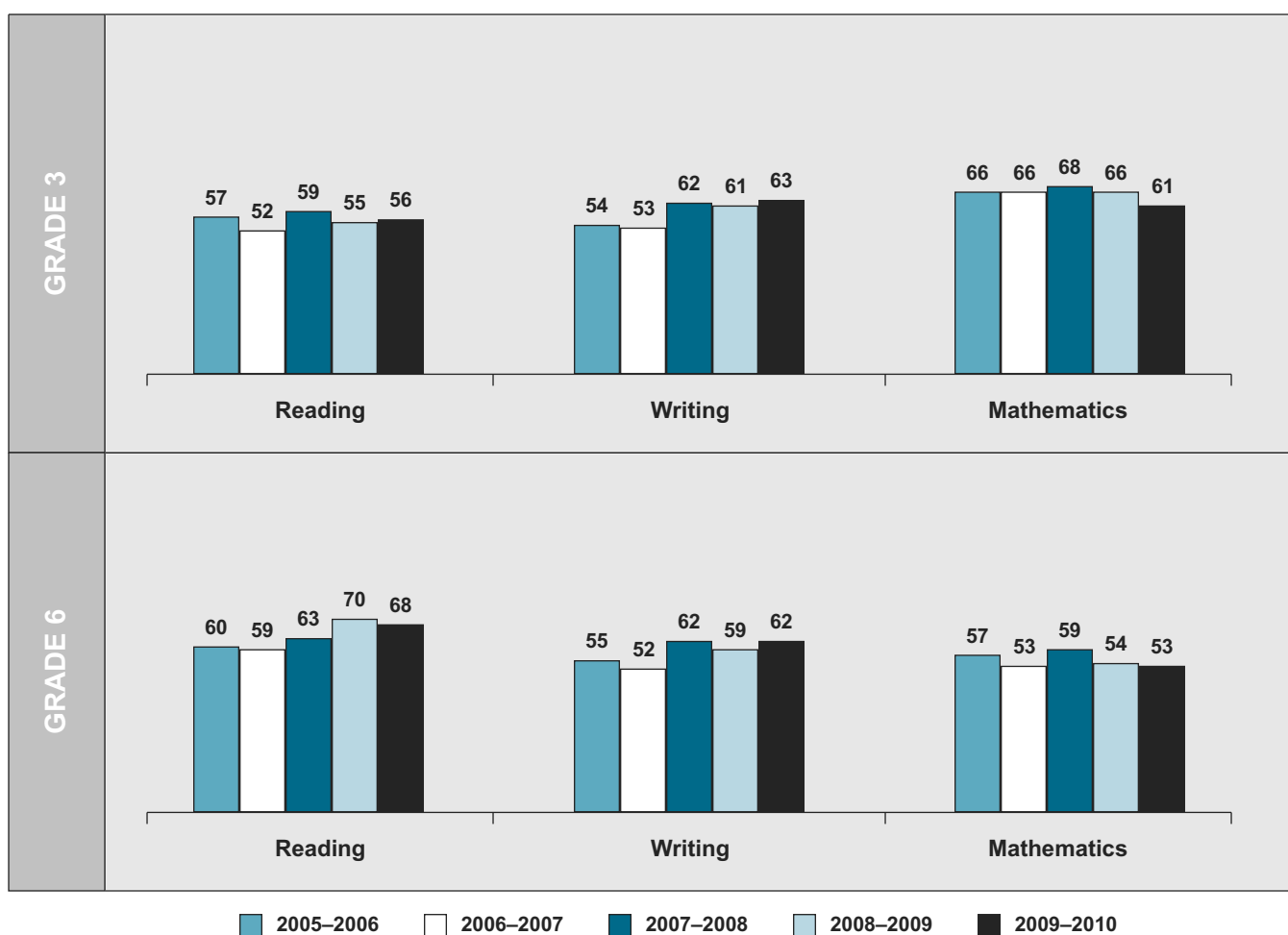
Board Name: Lakehead DSB (28061)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	25%	20%
First language learned at home other than English	1%	1%
Number of schools	23	24

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	644	673	708	594	626
Grade 3 mathematics	644	673	708	594	626
Grade 6	888	809	816	639	716

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



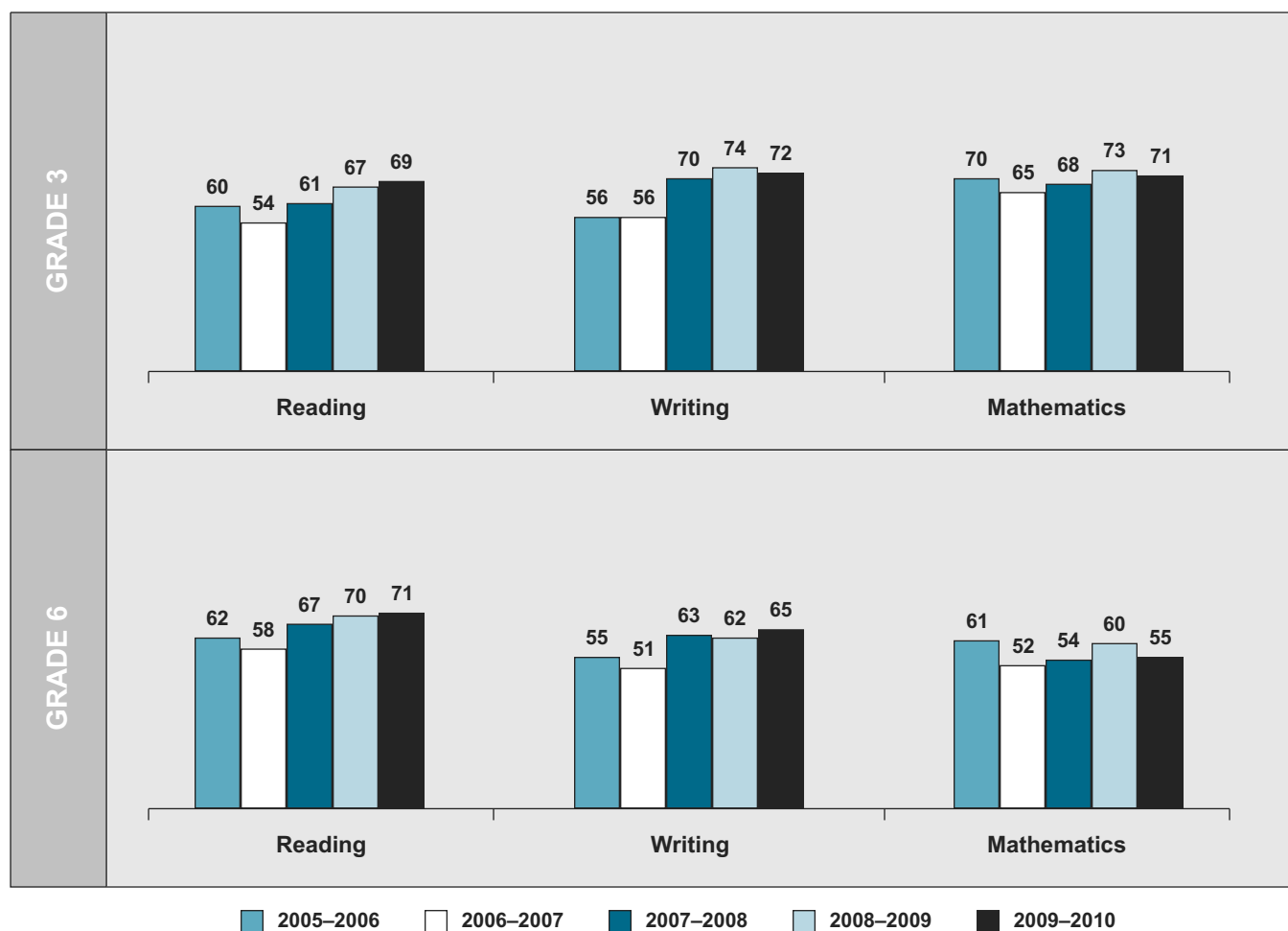
Board Name: Lambton Kent District School Board (66036)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	24%	26%
First language learned at home other than English	6%	5%
Number of schools	53	52

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 706	1 622	1 522	1 484	1 576
Grade 3 mathematics	1 706	1 622	1 522	1 484	1 576
Grade 6	1 862	1 792	1 730	1 714	1 658

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



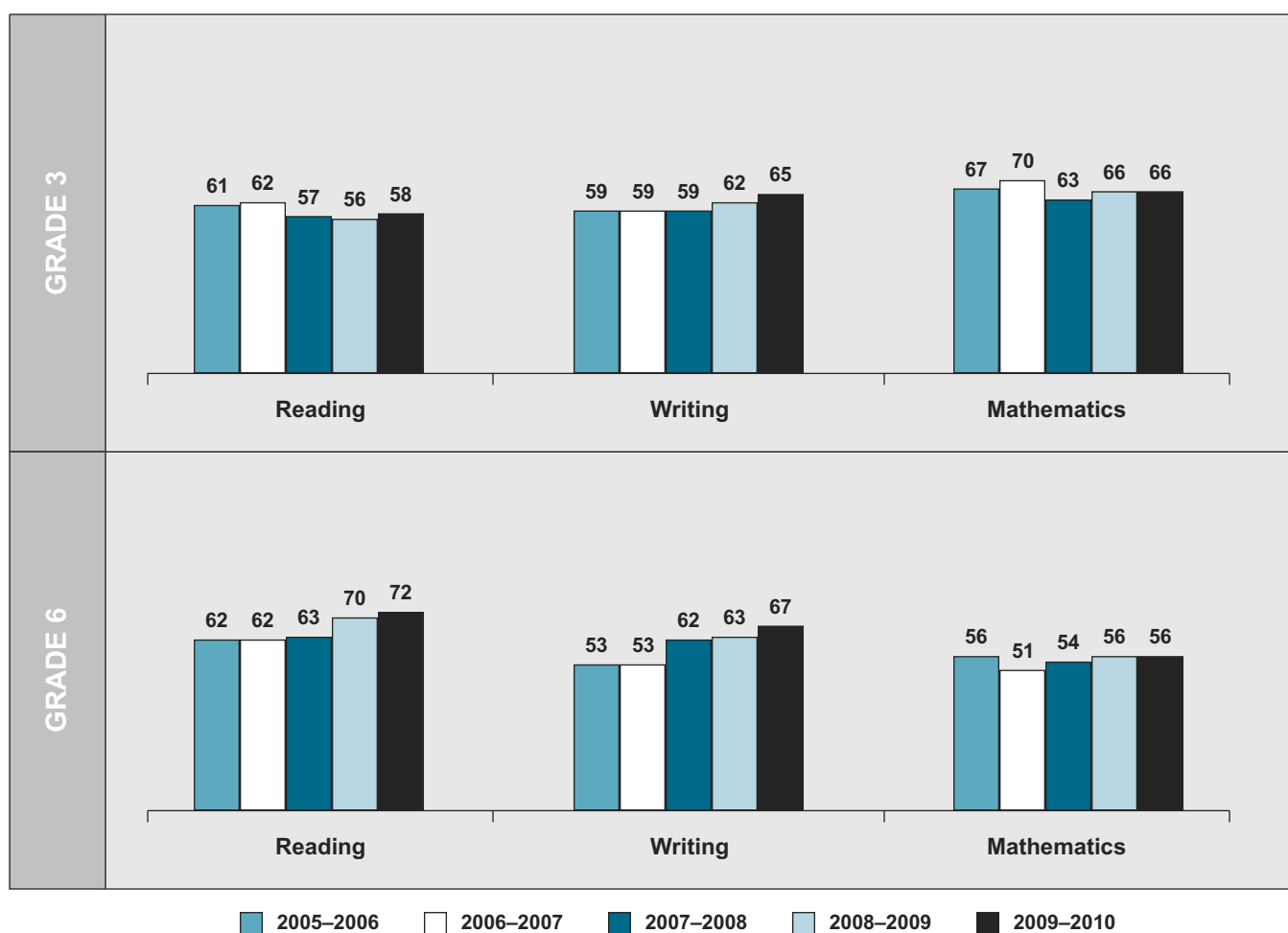
Board Name: Limestone DSB (66206)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	<1%
Students with special education needs (excluding gifted)	20%	24%
First language learned at home other than English	2%	3%
Number of schools	51	49

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 360	1 366	1 342	1 306	1 321
Grade 3 mathematics	1 360	1 366	1 342	1 306	1 321
Grade 6	1 603	1 599	1 527	1 392	1 387

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



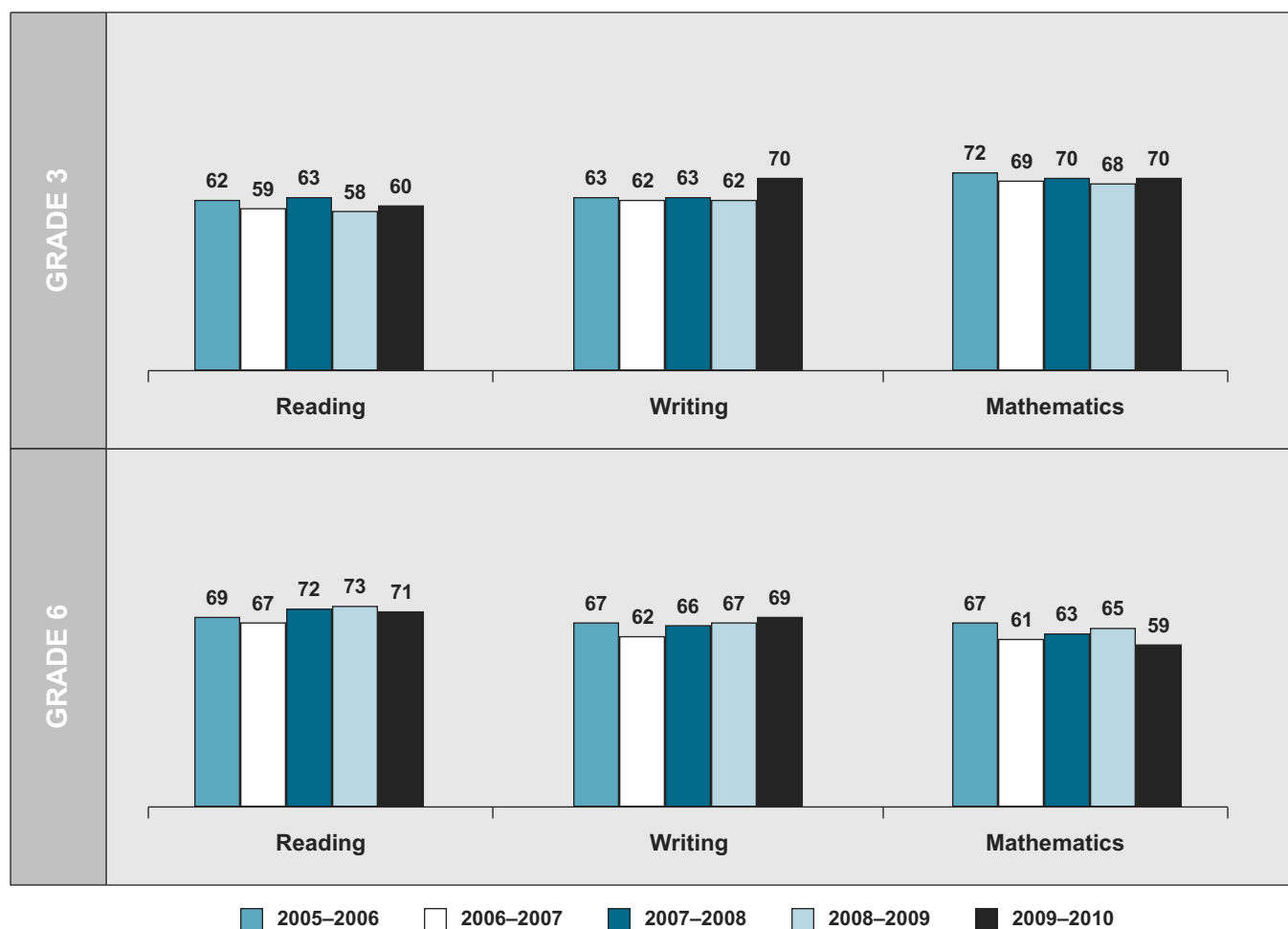
Board Name: London District Catholic School Board (67032)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	8%	15%
First language learned at home other than English	8%	10%
Number of schools	45	45

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 409	1 360	1 298	1 197	1 216
Grade 3 mathematics	1 421	1 430	1 377	1 291	1 321
Grade 6	1 602	1 581	1 489	1 461	1 440

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



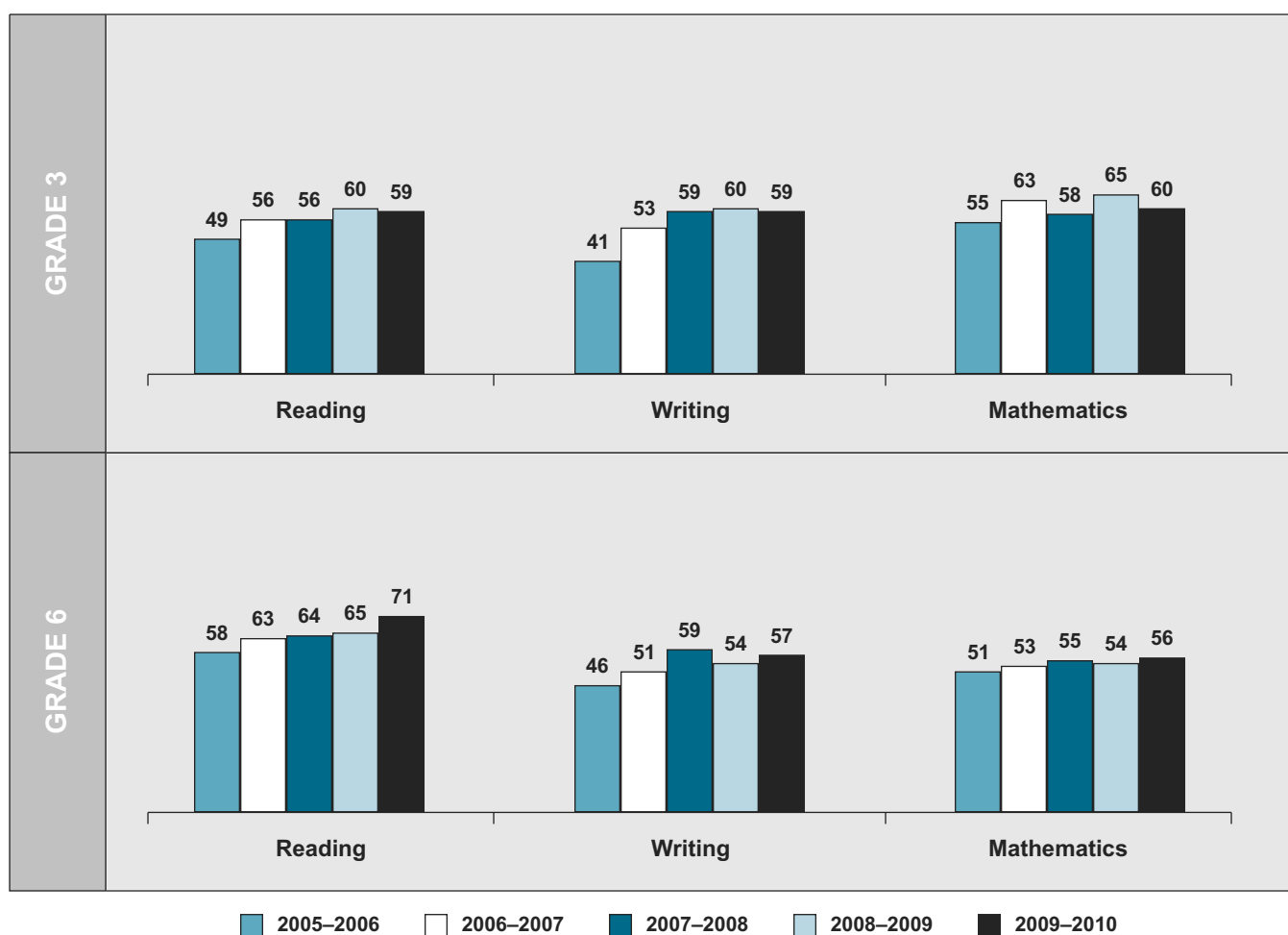
Board Name: Near North DSB (28037)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	<1%
Students with special education needs (excluding gifted)	30%	31%
First language learned at home other than English	1%	1%
Number of schools	31	33

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	774	778	716	657	671
Grade 3 mathematics	774	778	716	657	671
Grade 6	964	865	776	755	777

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



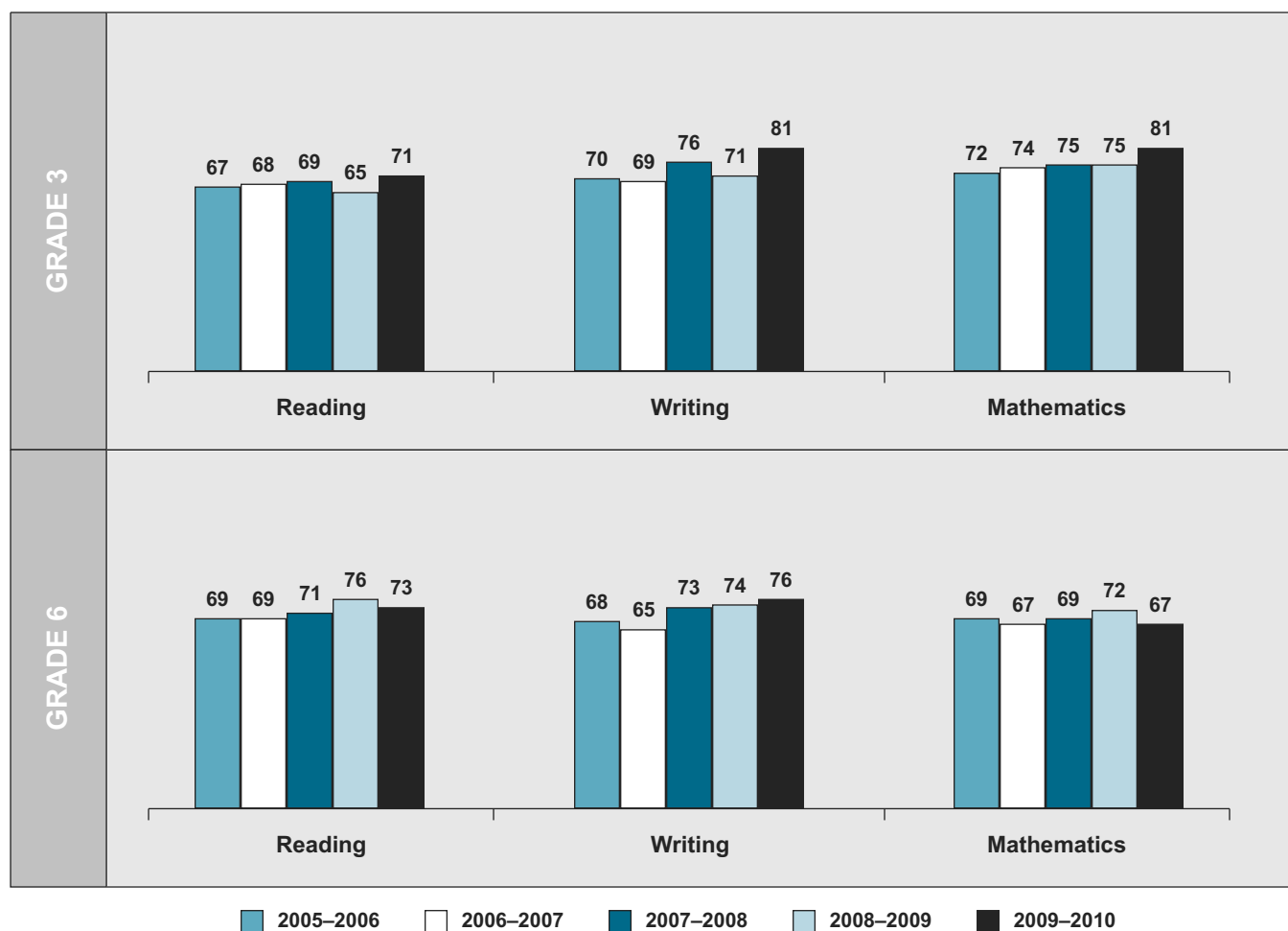
Board Name: Niagara Catholic DSB (67156)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	14%	17%
First language learned at home other than English	7%	6%
Number of schools	50	50

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 547	1 696	1 600	1 507	1 595
Grade 3 mathematics	1 547	1 696	1 600	1 507	1 595
Grade 6	1 800	1 893	1 728	1 593	1 729

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



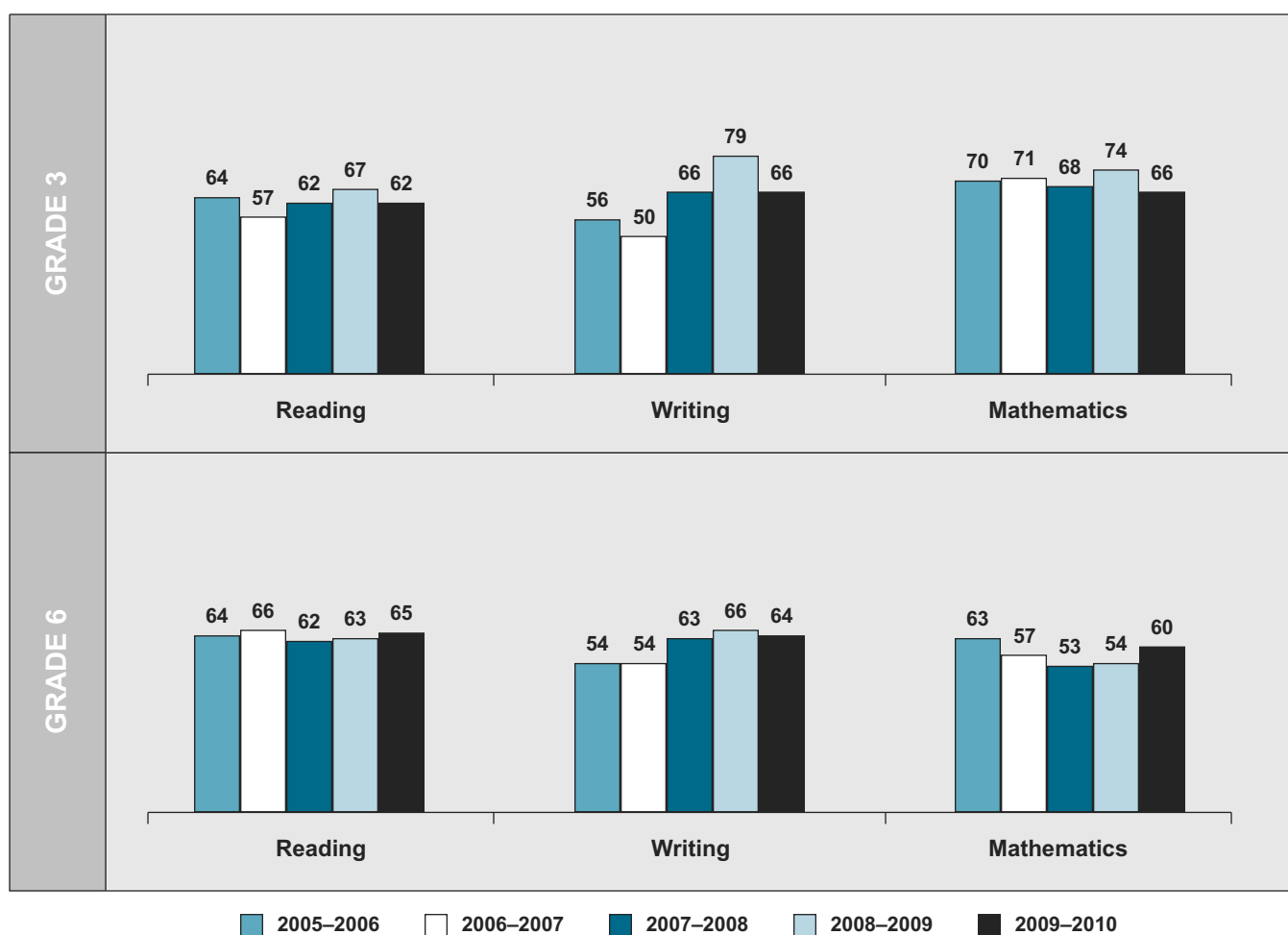
Board Name: Nipissing-Parry Sound Catholic DSB (29017)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	30%	42%
First language learned at home other than English	0%	<1%
Number of schools	12	12

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	233	227	212	238	205
Grade 3 mathematics	233	227	212	238	205
Grade 6	259	282	243	234	235

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



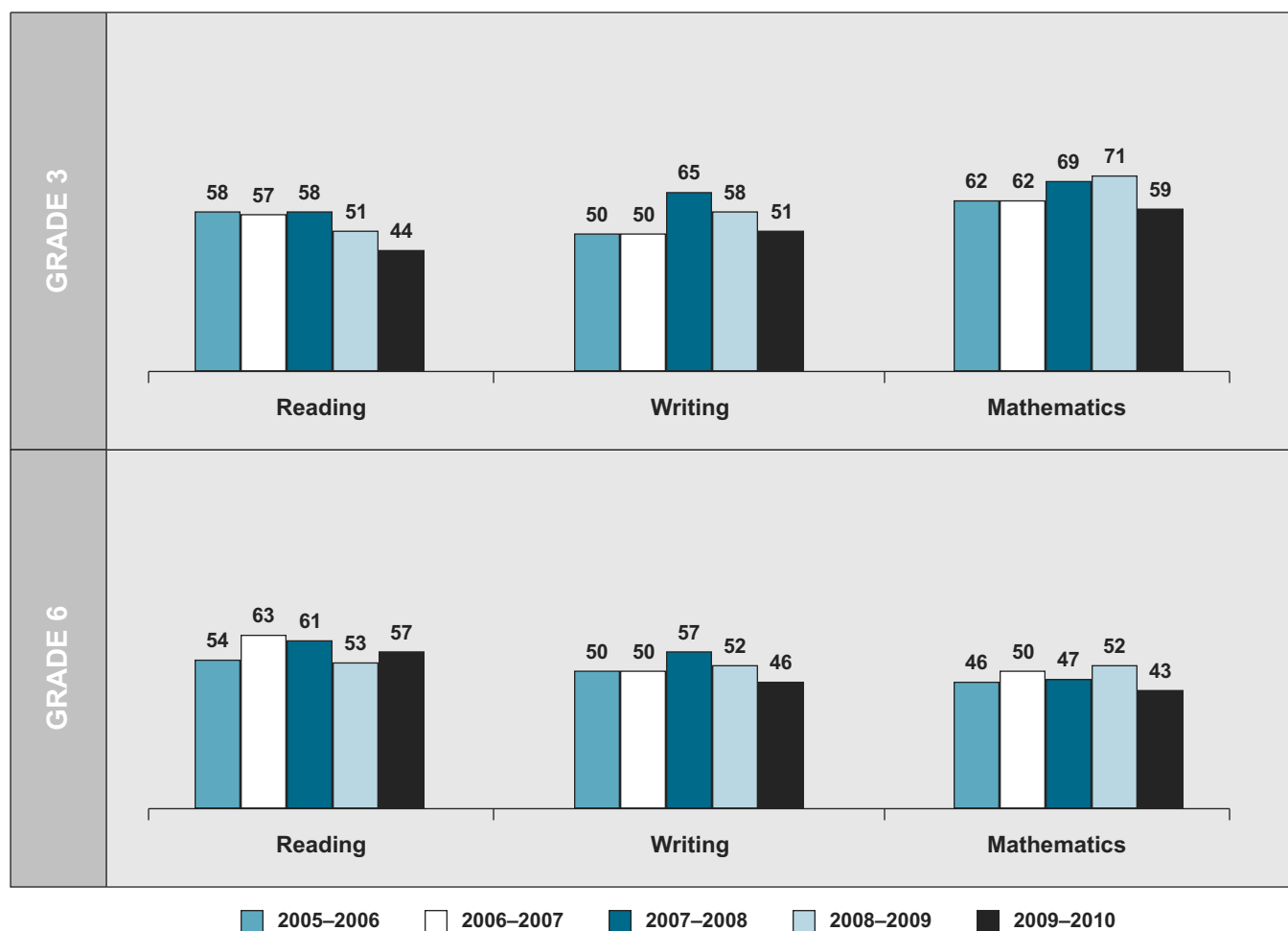
Board Name: Northeastern Catholic DSB (29009)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	1%
Students with special education needs (excluding gifted)	25%	27%
First language learned at home other than English	4%	6%
Number of schools	11	11

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	226	216	189	195	209
Grade 3 mathematics	226	216	189	195	209
Grade 6	308	242	263	256	247

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



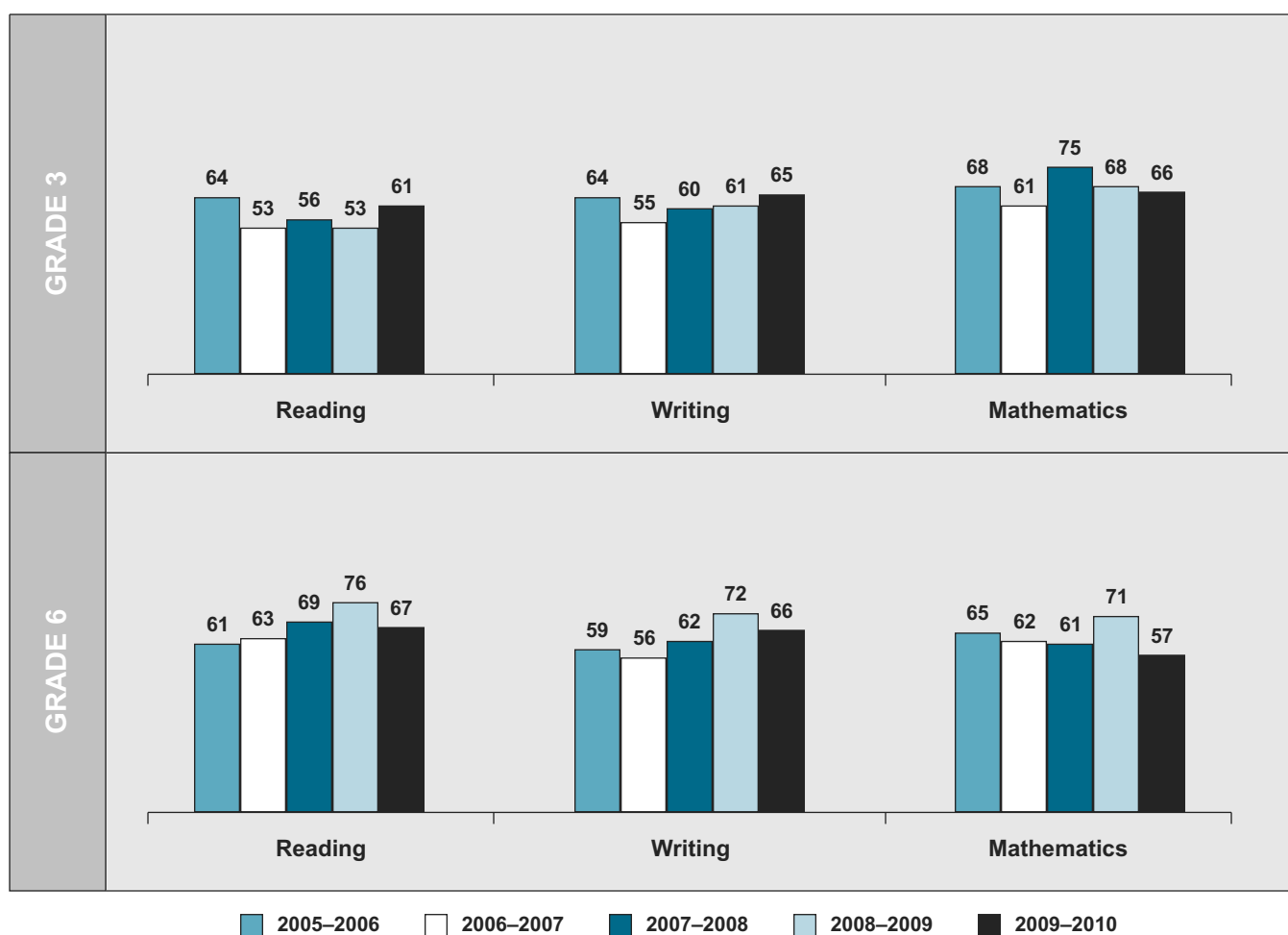
Board Name: Northwest Catholic DSB (29041)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	1%
Students with special education needs (excluding gifted)	18%	22%
First language learned at home other than English	6%	4%
Number of schools	5	5

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	121	163	135	140	128
Grade 3 mathematics	121	163	135	140	128
Grade 6	155	147	130	119	175

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



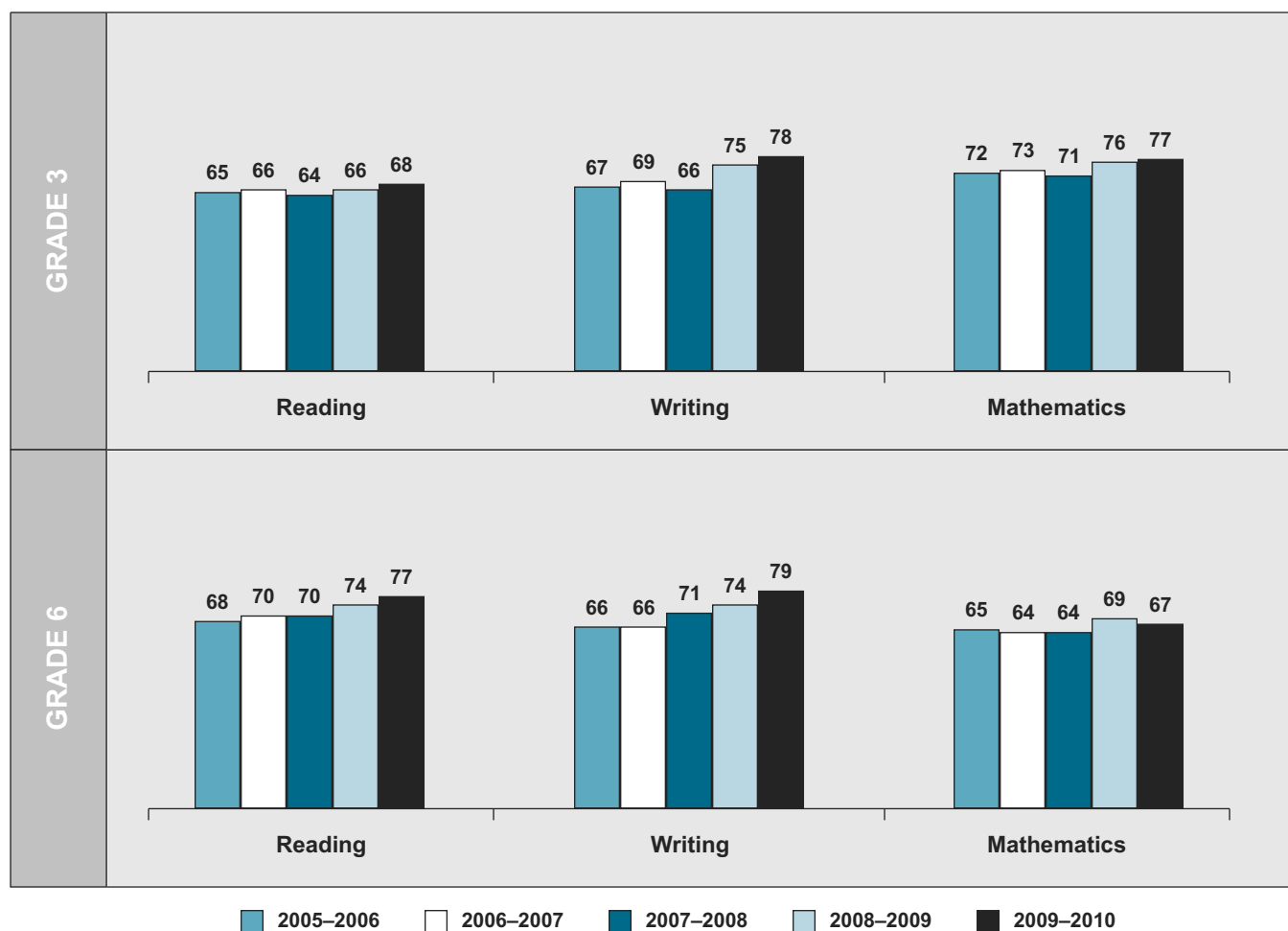
Board Name: Ottawa Catholic District School Board (67180)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	11%	7%
Students with special education needs (excluding gifted)	16%	19%
First language learned at home other than English	7%	8%
Number of schools	63	63

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	2 657	2 631	2 504	2 331	2 372
Grade 3 mathematics	2 657	2 631	2 504	2 331	2 371
Grade 6	3 075	2 955	2 819	2 736	2 745

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



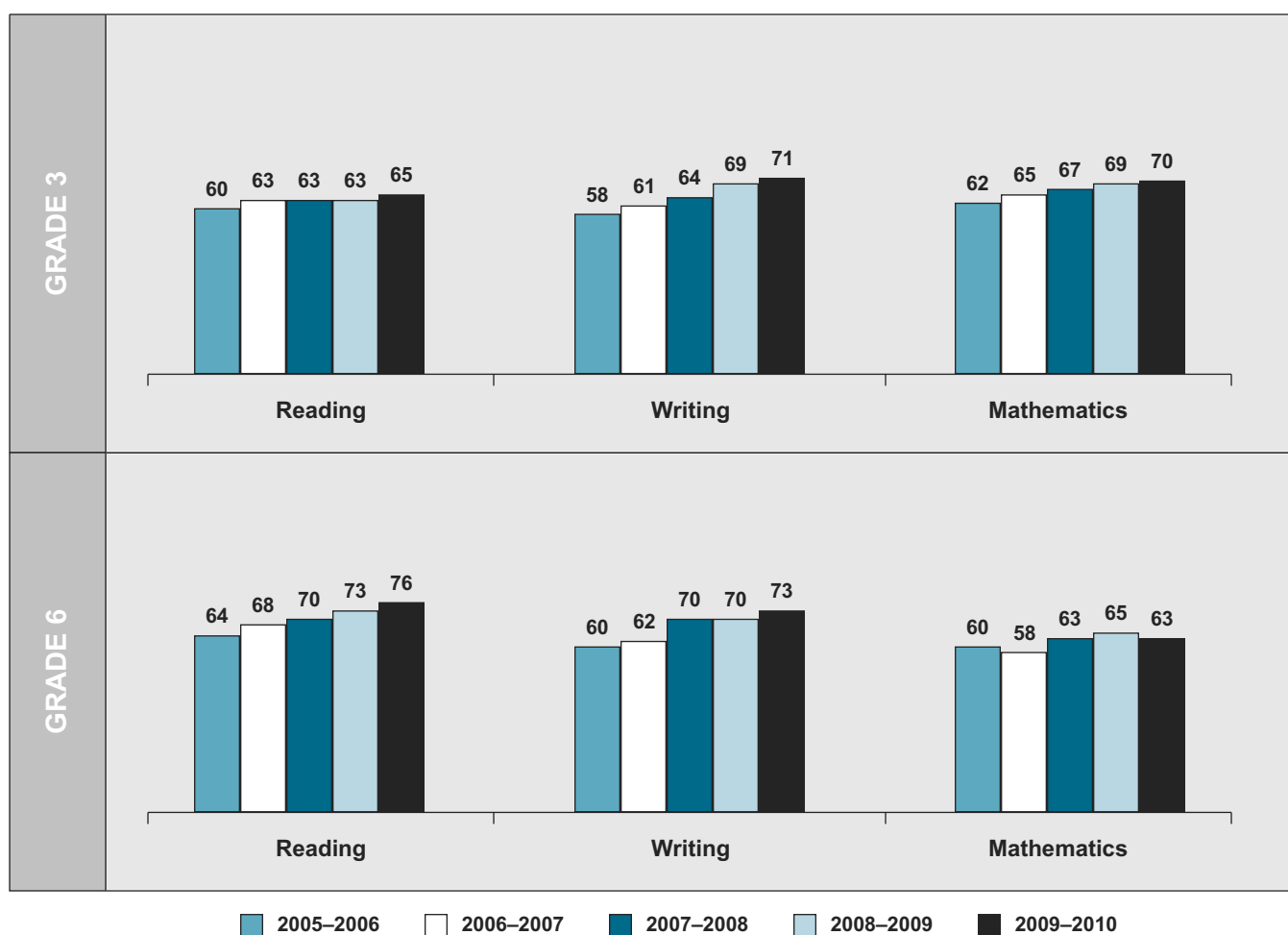
Board Name: Ottawa-Carleton DSB (66184)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	21%	15%
Students with special education needs (excluding gifted)	16%	21%
First language learned at home other than English	25%	25%
Number of schools	105	91

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	4 789	4 752	4 668	4 619	4 775
Grade 3 mathematics	4 789	4 752	4 667	4 619	4 774
Grade 6	5 092	5 239	5 055	4 904	4 840

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



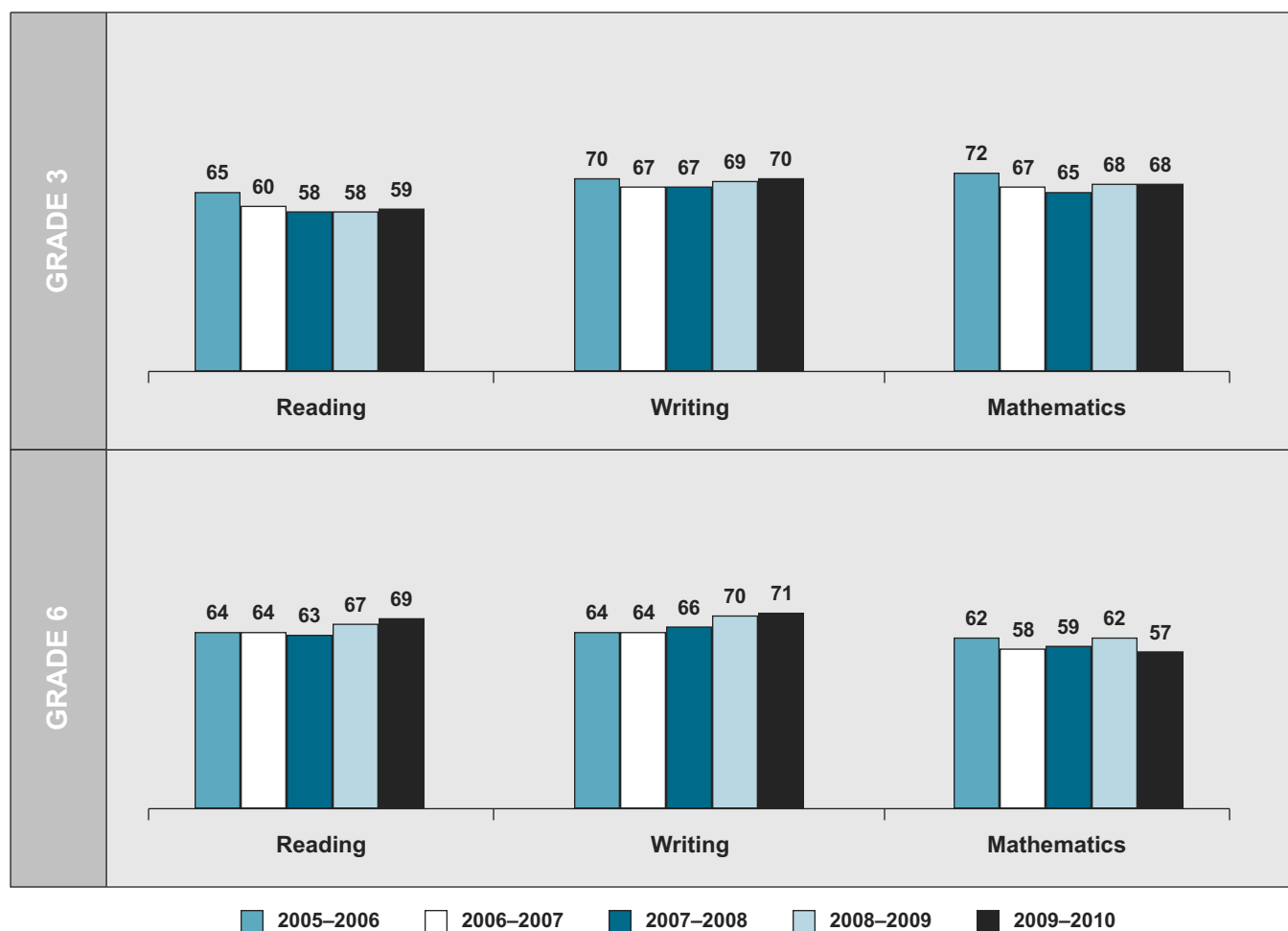
Board Name: Peel District School Board (66125)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	32%	15%
Students with special education needs (excluding gifted)	7%	10%
First language learned at home other than English	53%	49%
Number of schools	156	89

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	10 457	10 592	10 719	10 563	10 849
Grade 3 mathematics	10 457	10 592	10 719	10 562	10 852
Grade 6	10 784	10 954	10 973	11 014	10 993

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



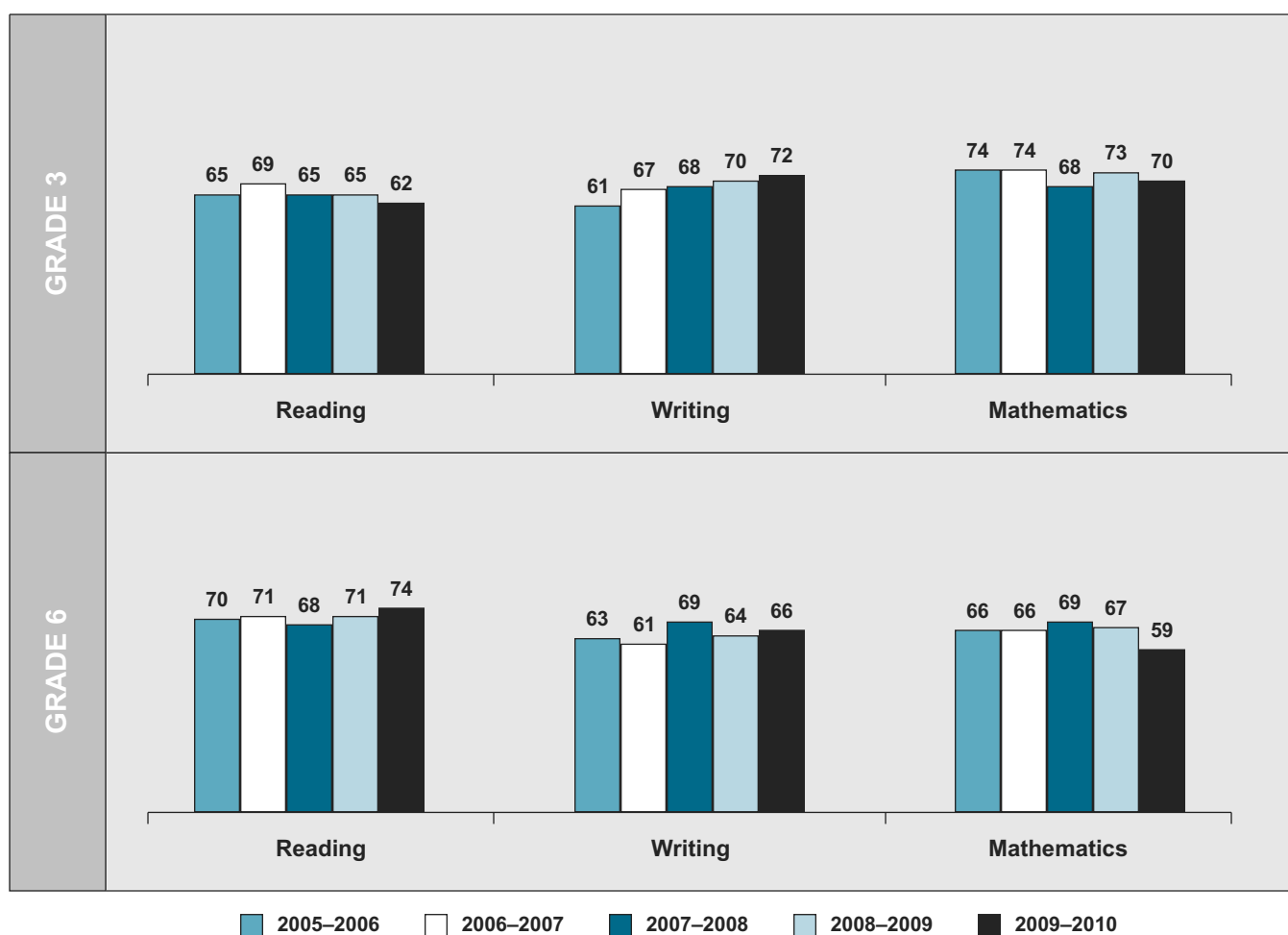
Board Name: Peterborough Victoria Northumberland and Clarington CDSB (67067)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	20%	26%
First language learned at home other than English	1%	2%
Number of schools	31	31

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	914	984	936	878	982
Grade 3 mathematics	914	984	936	878	981
Grade 6	1 132	1 079	1 098	954	1 032

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



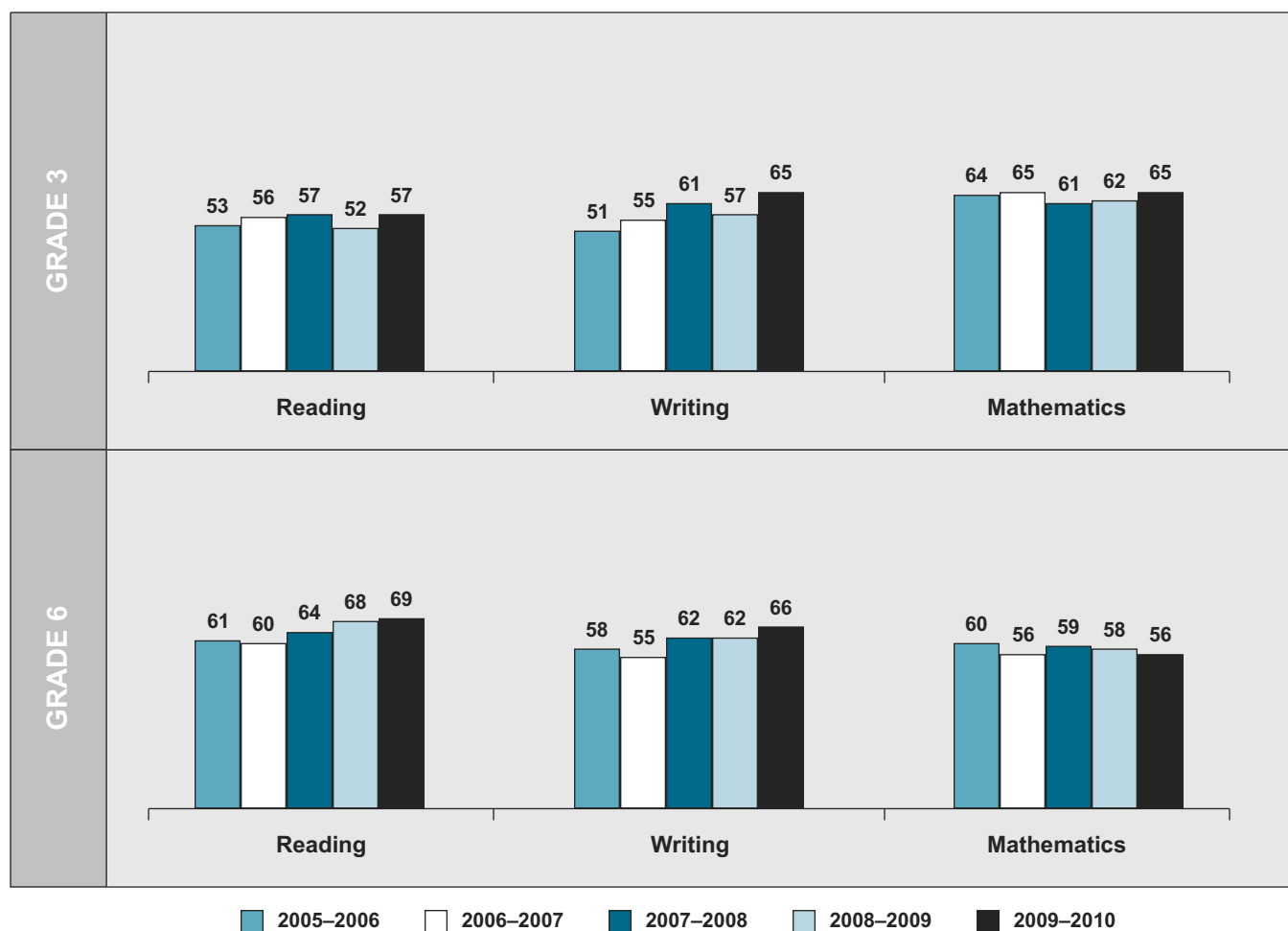
Board Name: Rainbow District School Board (28029)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	18%	21%
First language learned at home other than English	1%	1%
Number of schools	33	33

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 005	922	937	905	903
Grade 3 mathematics	1 005	922	937	905	903
Grade 6	1 099	1 047	1 023	1 025	914

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



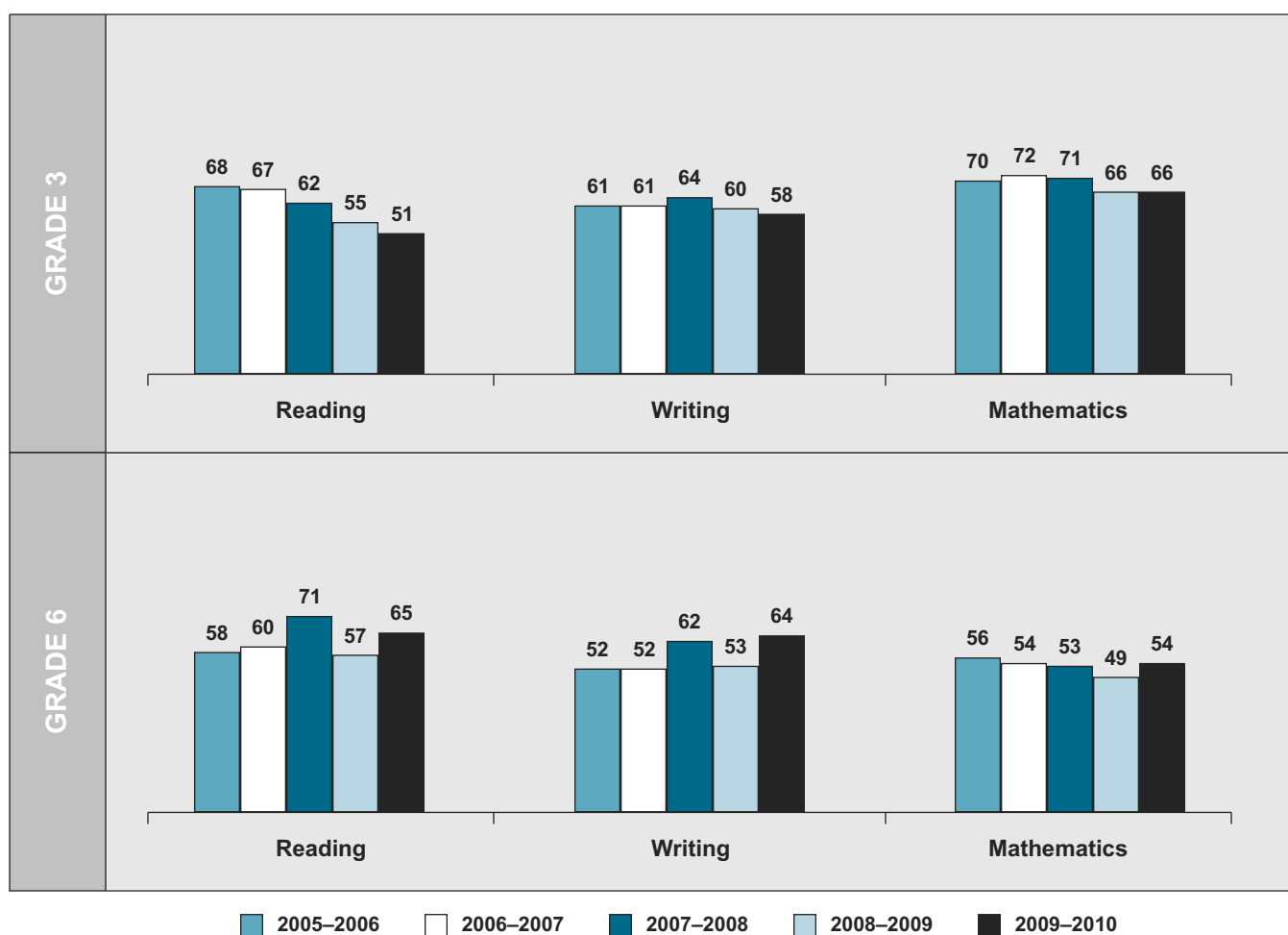
Board Name: Rainy River DSB (28053)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	23%	33%
First language learned at home other than English	1%	0%
Number of schools	11	10

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	188	173	167	164	172
Grade 3 mathematics	188	173	167	164	172
Grade 6	236	188	173	195	168

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



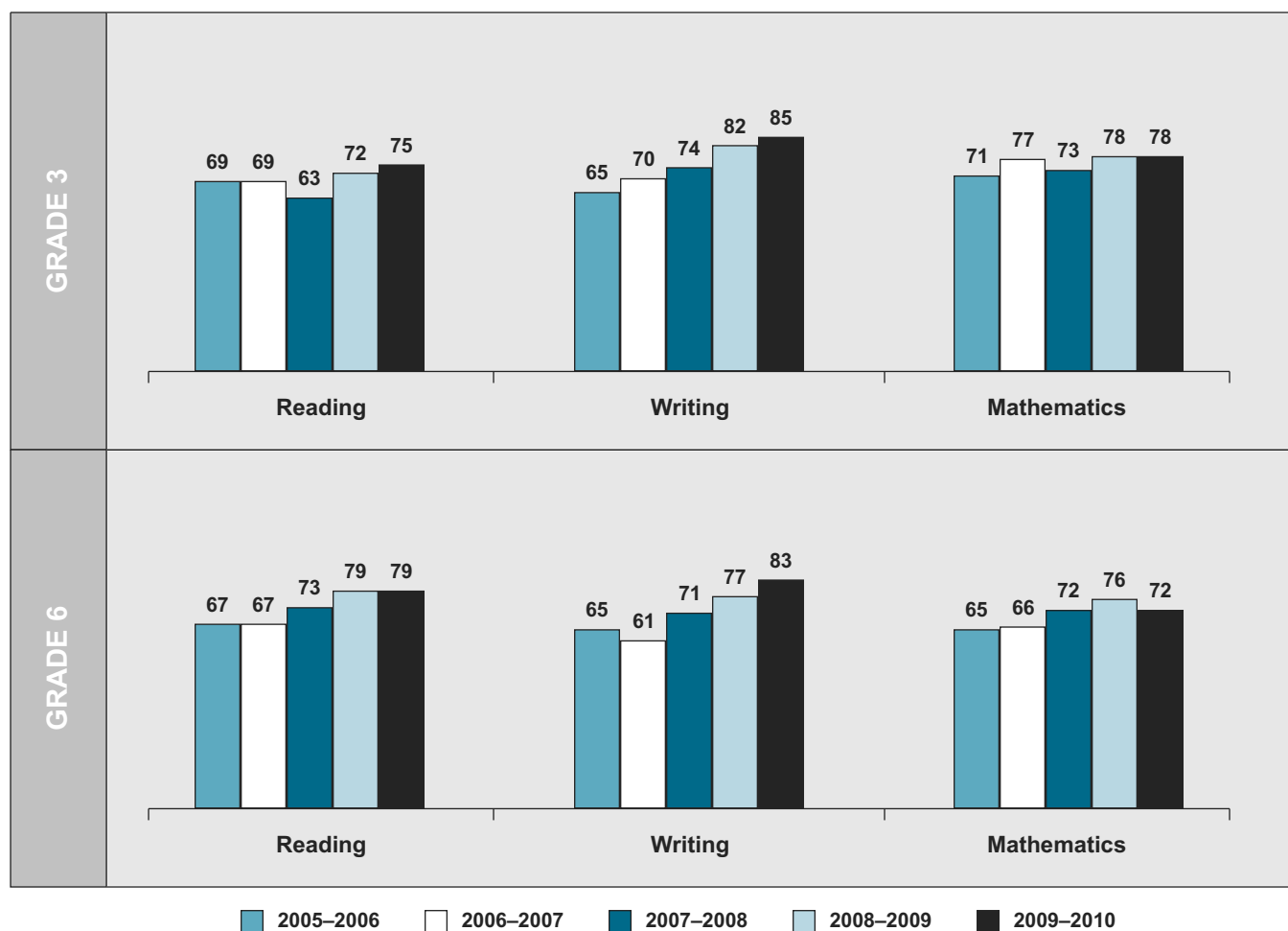
Board Name: Renfrew County Catholic DSB (67199)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	21%	24%
First language learned at home other than English	1%	1%
Number of schools	21	20

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	367	398	384	357	398
Grade 3 mathematics	367	398	384	357	398
Grade 6	410	470	368	354	383

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



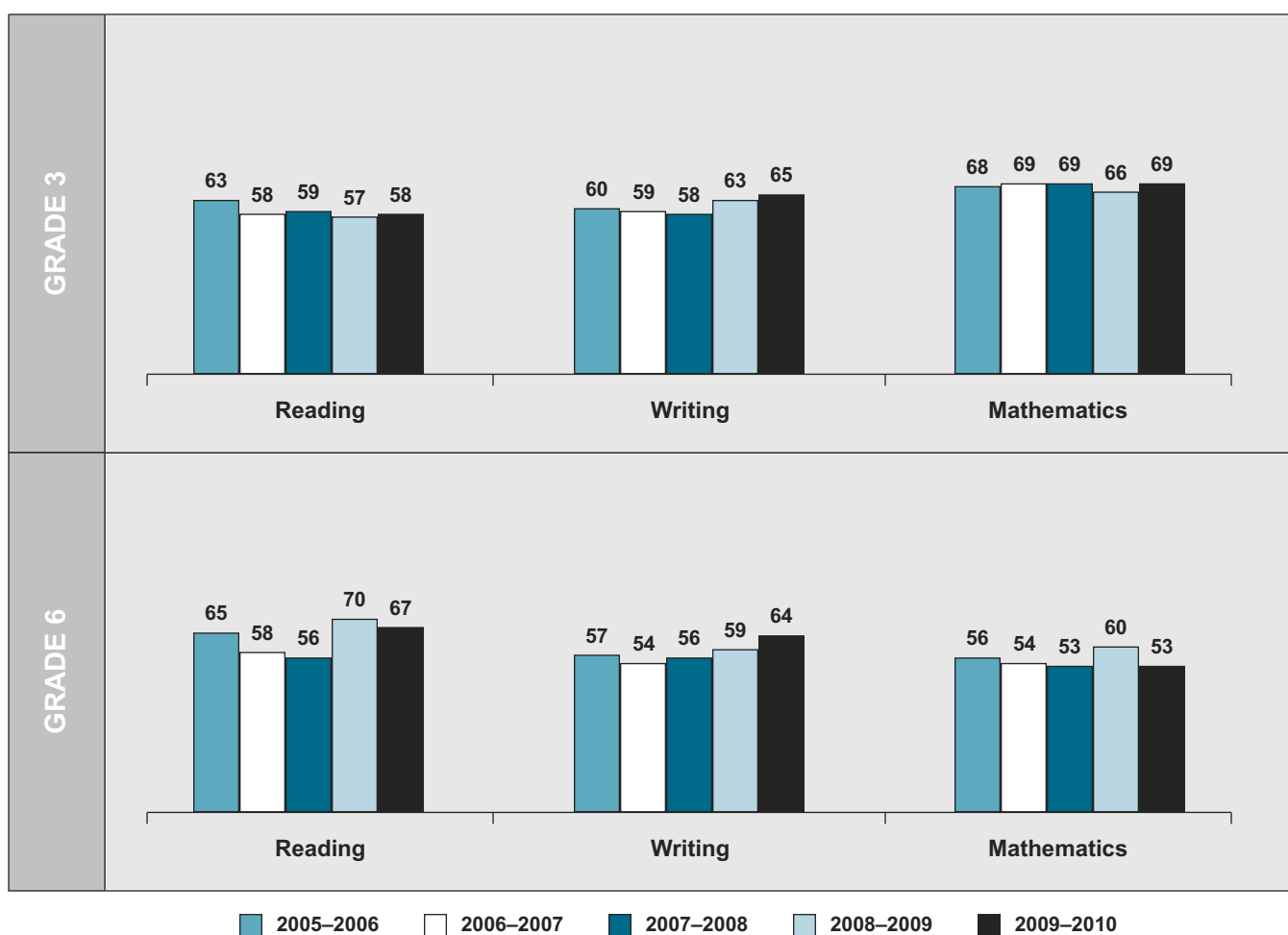
Board Name: Renfrew County DSB (66214)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	17%	24%
First language learned at home other than English	2%	1%
Number of schools	23	23

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	629	638	611	581	615
Grade 3 mathematics	629	638	611	581	615
Grade 6	742	685	695	645	652

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



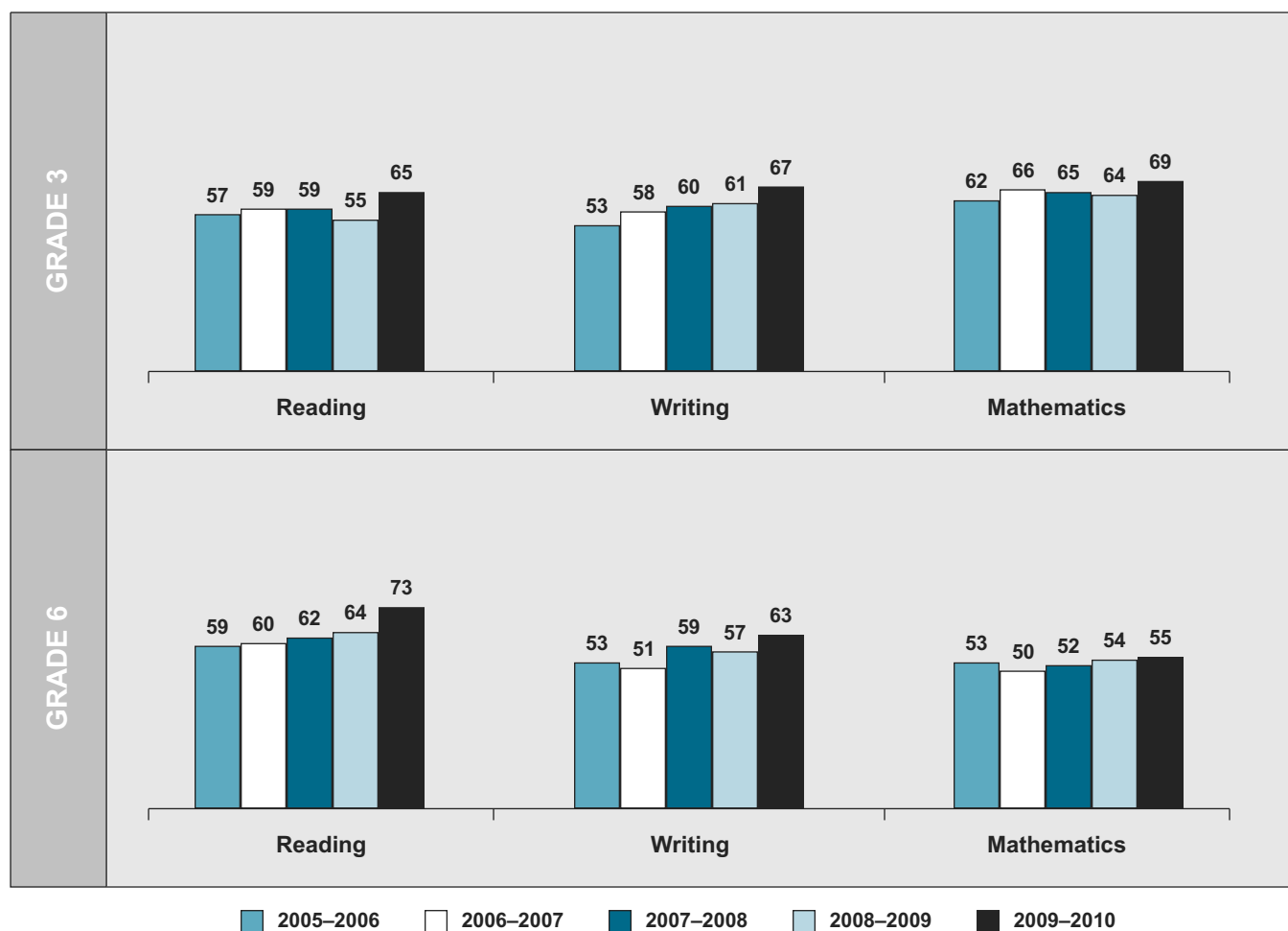
Board Name: Simcoe County DSB (66109)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	21%	22%
First language learned at home other than English	3%	3%
Number of schools	88	88

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	3 649	3 571	3 596	3 343	3 509
Grade 3 mathematics	3 649	3 571	3 596	3 343	3 509
Grade 6	4 176	4 123	3 884	3 793	3 718

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



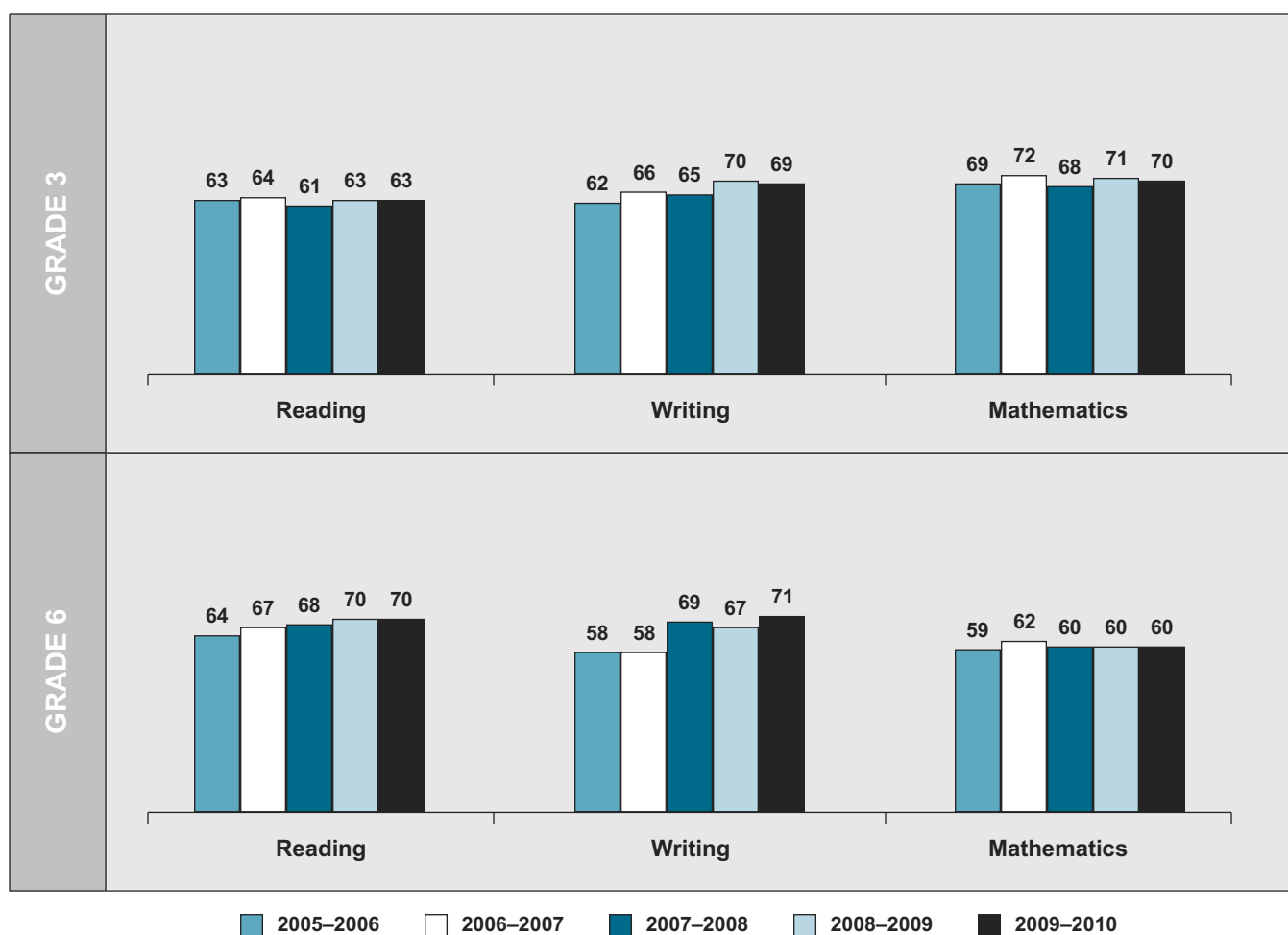
Board Name: Simcoe Muskoka Catholic DSB (67091)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	17%	20%
First language learned at home other than English	2%	1%
Number of schools	44	43

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 444	1 456	1 369	1 258	1 325
Grade 3 mathematics	1 444	1 456	1 369	1 258	1 325
Grade 6	1 632	1 606	1 645	1 457	1 513

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



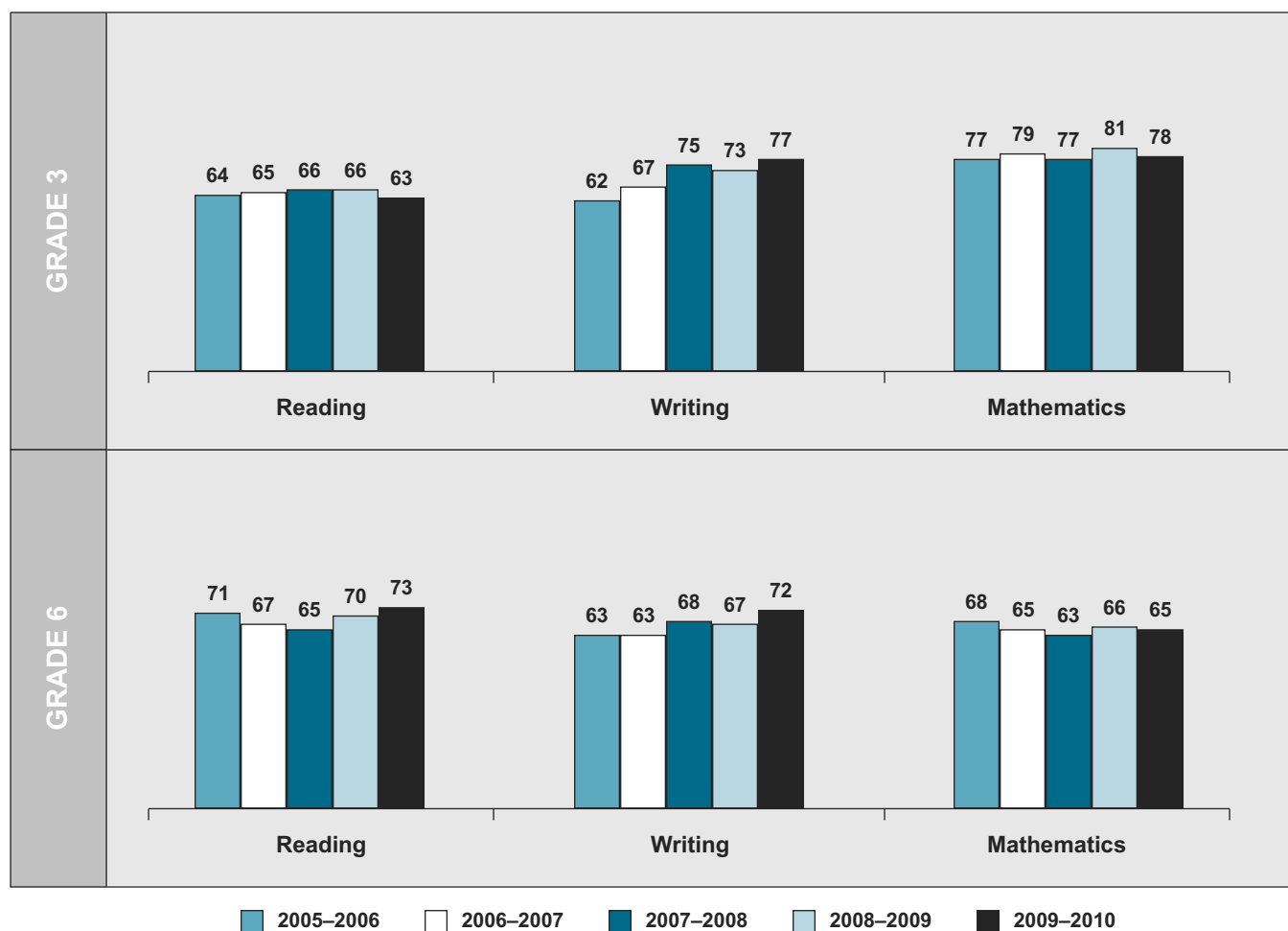
Board Name: St. Clair Catholic District School Board (67040)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	21%	24%
First language learned at home other than English	<1%	1%
Number of schools	29	29

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	752	748	767	658	673
Grade 3 mathematics	752	748	767	658	673
Grade 6	897	857	813	762	758

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



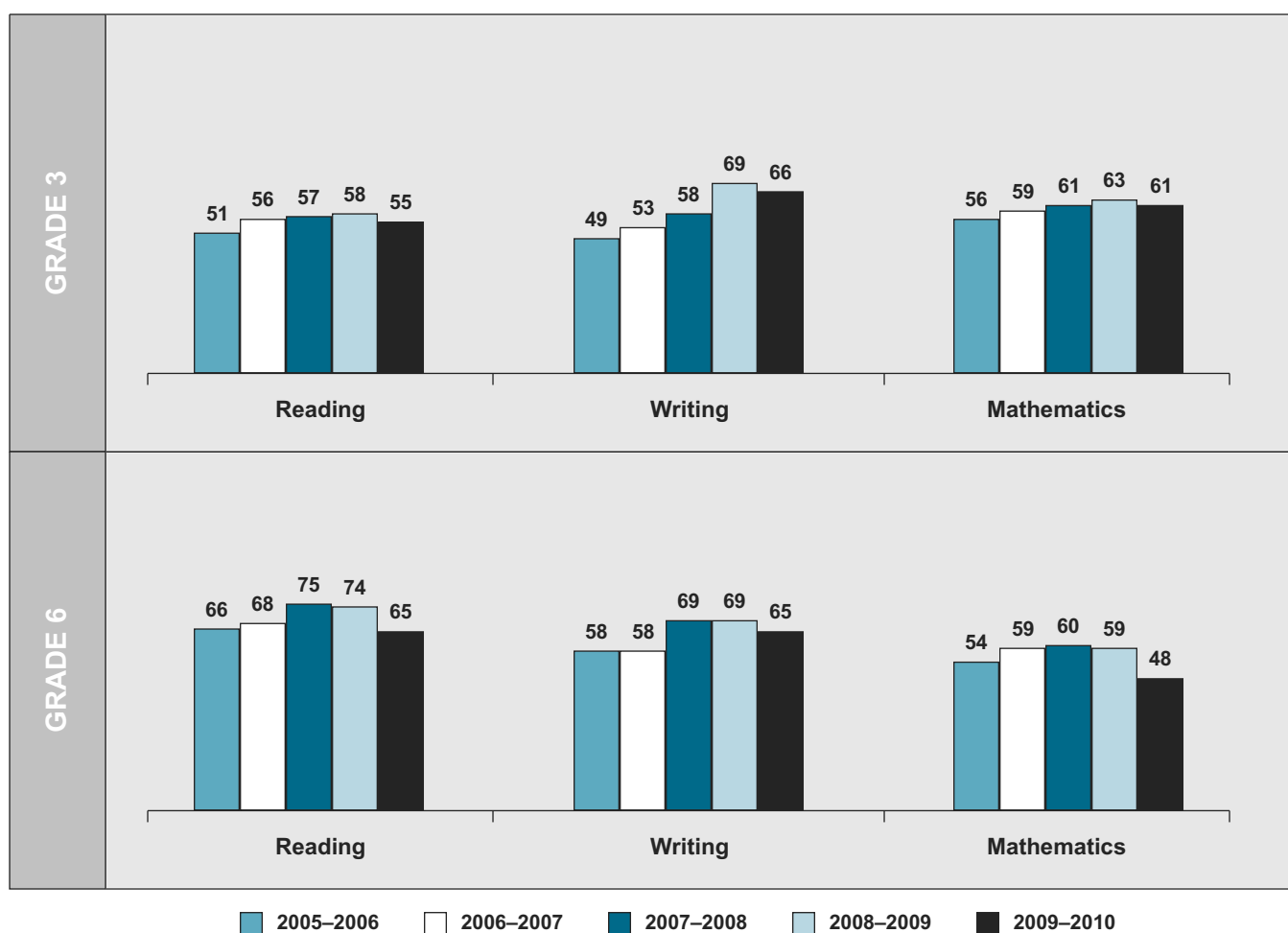
Board Name: Sudbury Catholic DSB (29033)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	0%
Students with special education needs (excluding gifted)	27%	26%
First language learned at home other than English	1%	<1%
Number of schools	17	19

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	506	485	467	455	391
Grade 3 mathematics	506	485	467	455	390
Grade 6	507	518	472	522	495

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



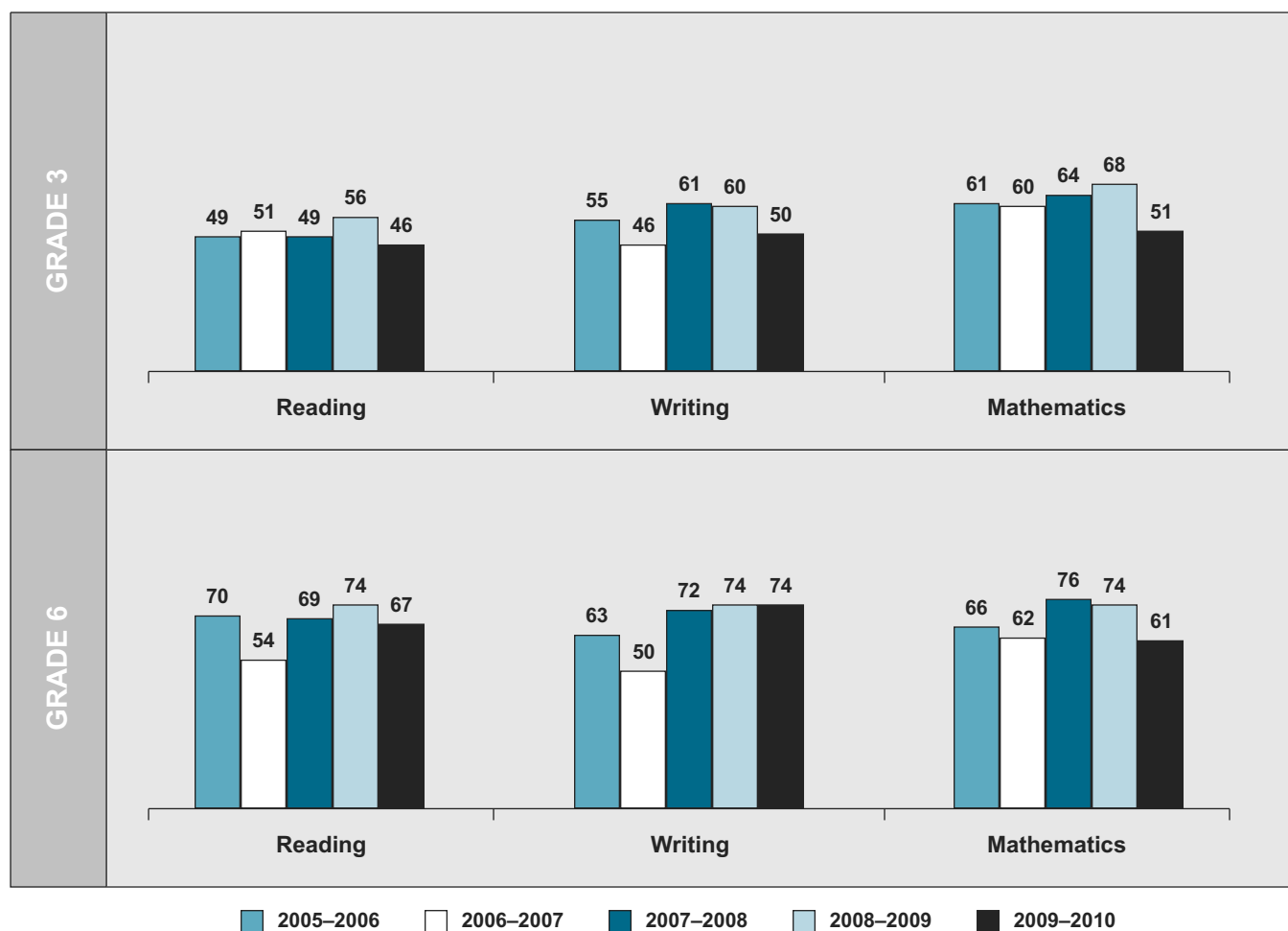
Board Name: Superior North Catholic DSB (29076)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	30%	17%
First language learned at home other than English	2%	6%
Number of schools	9	9

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	89	85	72	73	84
Grade 3 mathematics	89	85	72	73	84
Grade 6	93	82	72	87	94

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



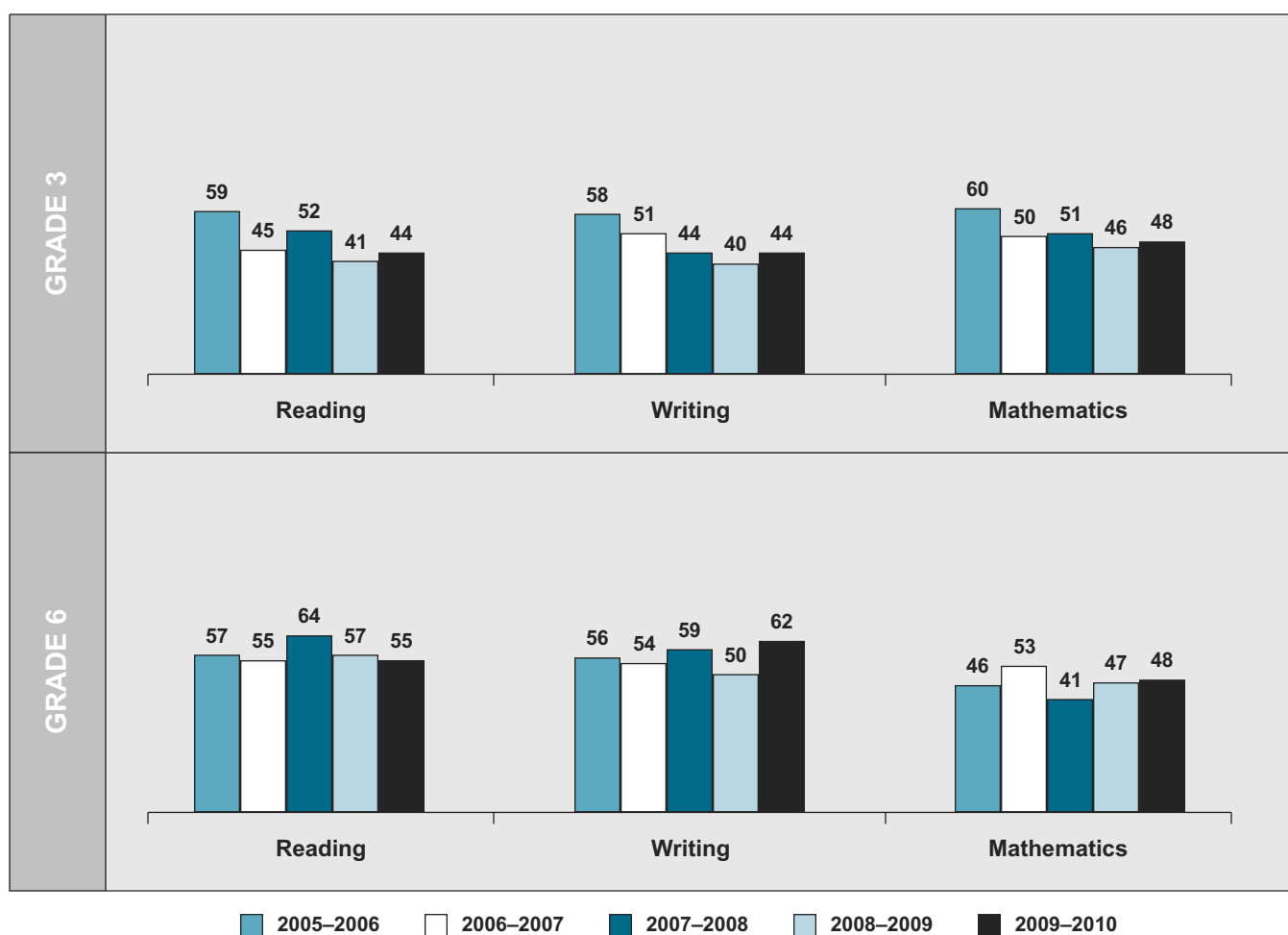
Board Name: Superior-Greenstone DSB (28070)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	1%
Students with special education needs (excluding gifted)	21%	20%
First language learned at home other than English	0%	1%
Number of schools	11	11

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	111	110	98	100	77
Grade 3 mathematics	111	110	98	100	77
Grade 6	145	131	102	101	94

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



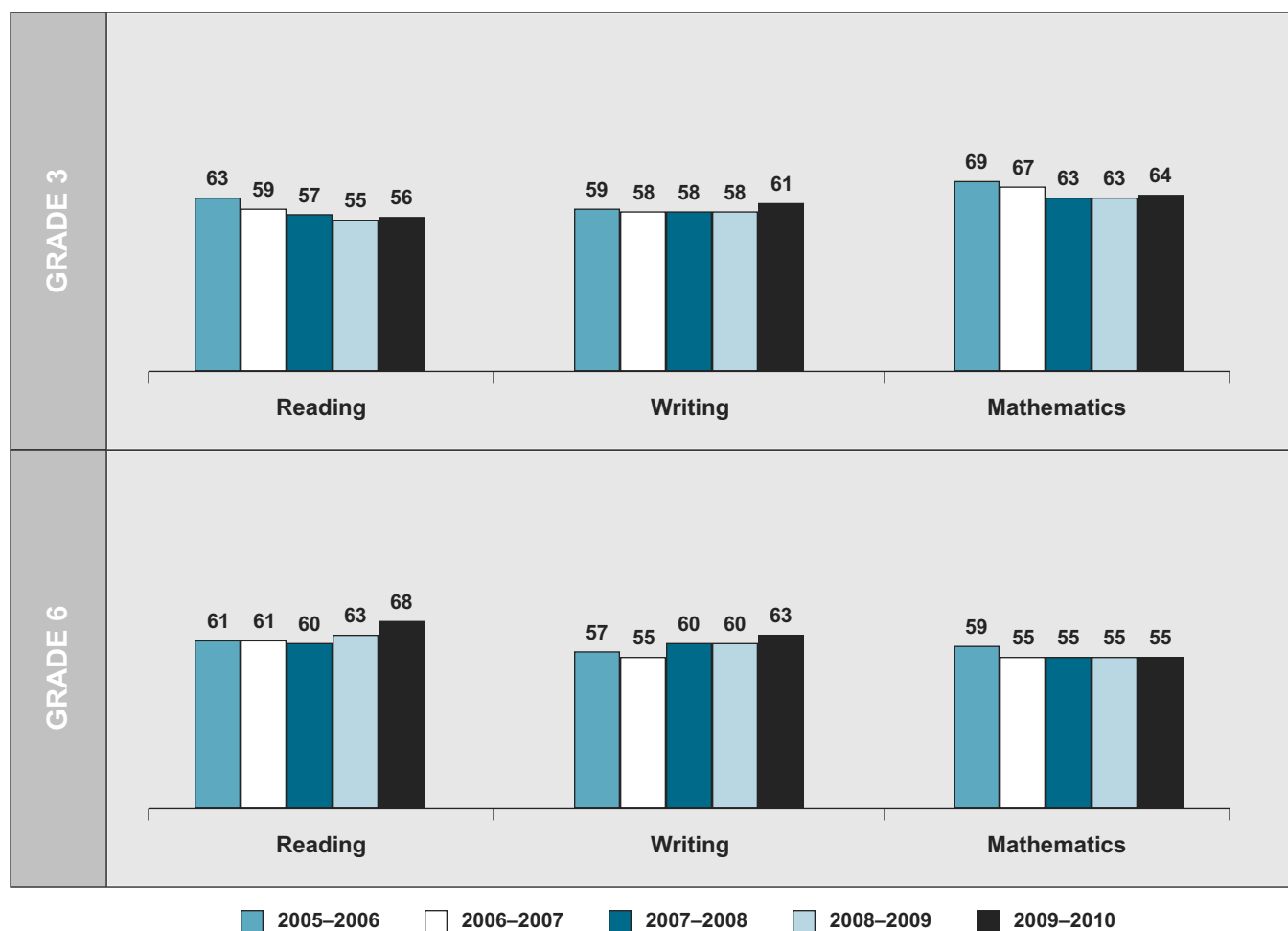
Board Name: Thames Valley District School Board (66044)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	9%	6%
Students with special education needs (excluding gifted)	10%	16%
First language learned at home other than English	10%	9%
Number of schools	143	144

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	4 926	4 821	4 737	4 463	4 617
Grade 3 mathematics	5 283	5 182	5 124	4 830	5 066
Grade 6	6 074	6 023	5 644	5 375	5 308

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



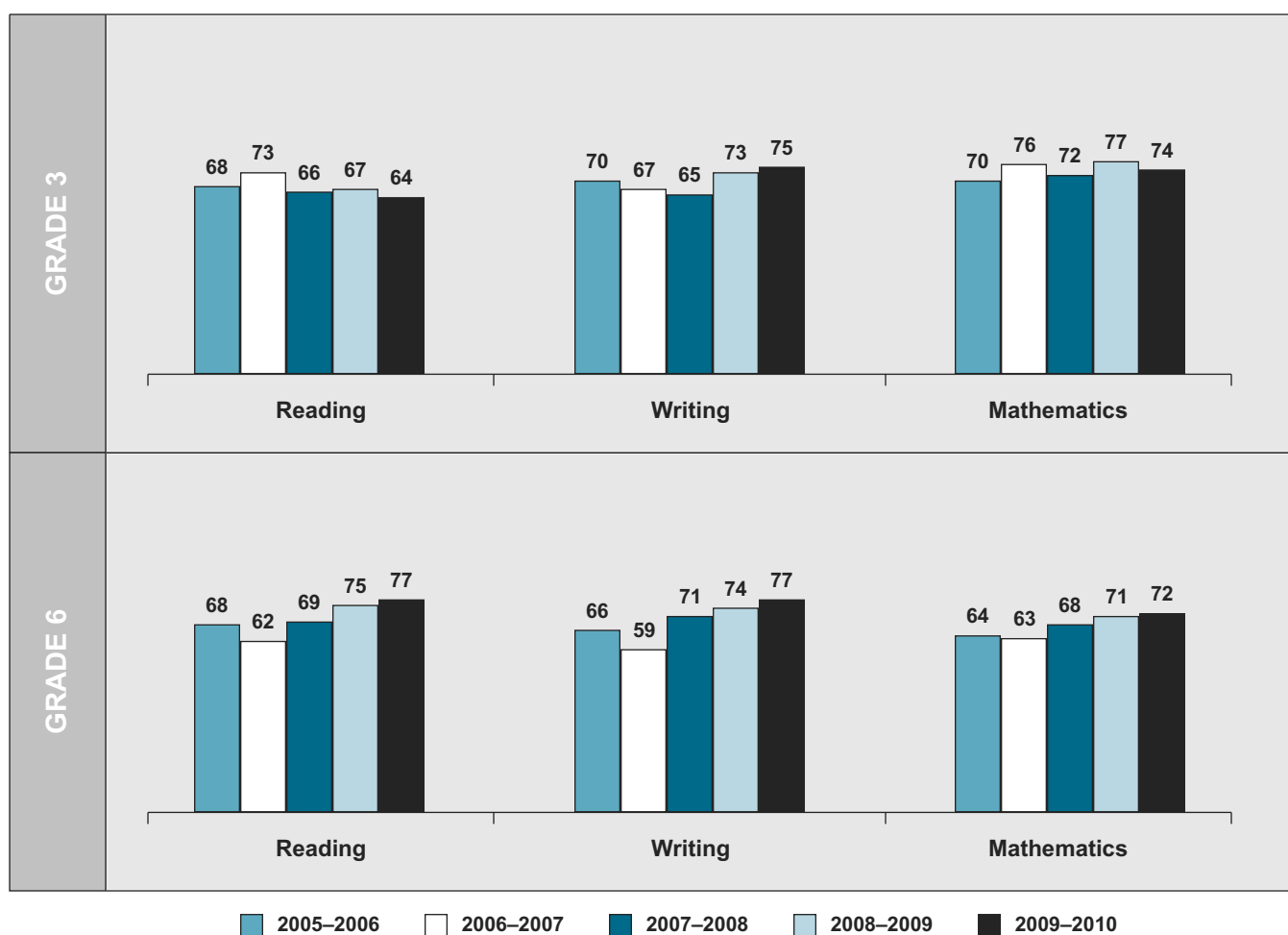
Board Name: Thunder Bay Catholic DSB (29068)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	24%	26%
First language learned at home other than English	2%	1%
Number of schools	15	15

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	615	612	583	592	598
Grade 3 mathematics	615	612	583	592	598
Grade 6	660	682	652	589	604

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



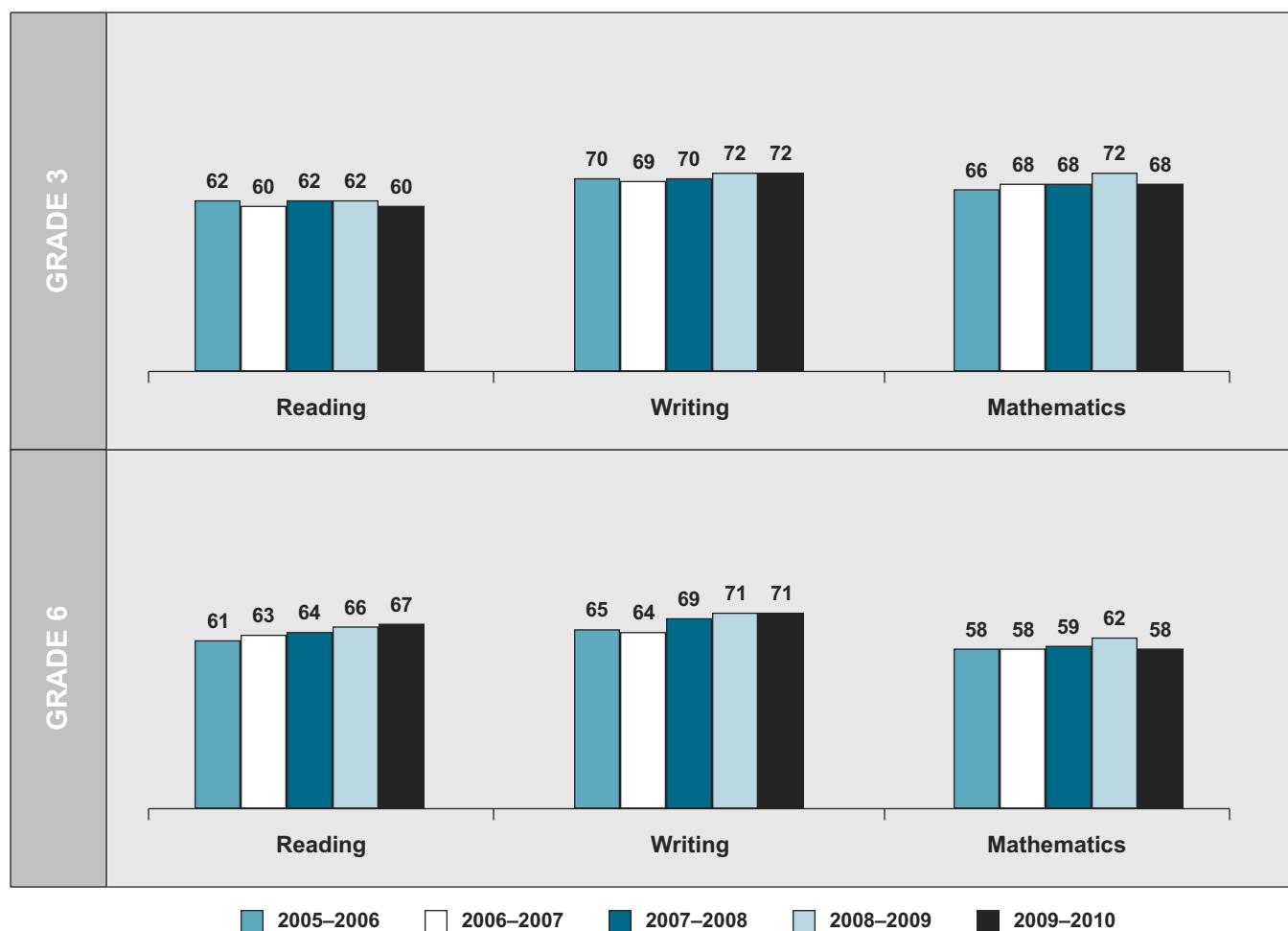
Board Name: Toronto Catholic District School Board (67059)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	9%	10%
Students with special education needs (excluding gifted)	14%	17%
First language learned at home other than English	30%	34%
Number of schools	169	169

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	6 366	6 083	6 161	5 780	6 100
Grade 3 mathematics	6 501	6 243	6 305	5 960	6 292
Grade 6	7 029	7 061	6 702	6 756	6 507

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



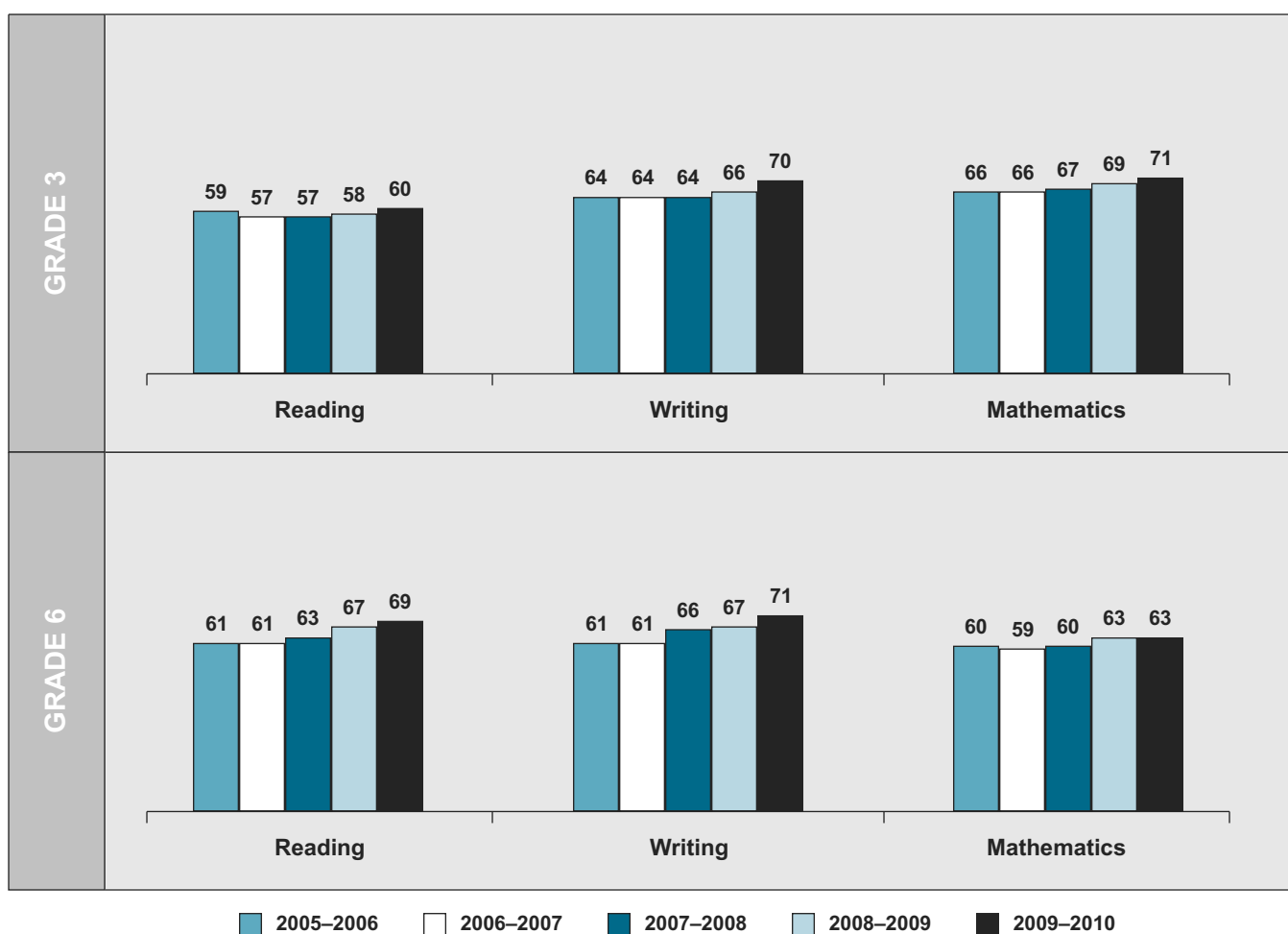
Board Name: Toronto DSB (66052)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	3%
Students with special education needs (excluding gifted)	18%	21%
First language learned at home other than English	47%	49%
Number of schools	401	330

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	17 219	16 526	15 866	16 062	15 500
Grade 3 mathematics	18 401	17 813	17 210	17 388	16 858
Grade 6	19 238	19 086	18 355	17 552	17 174

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



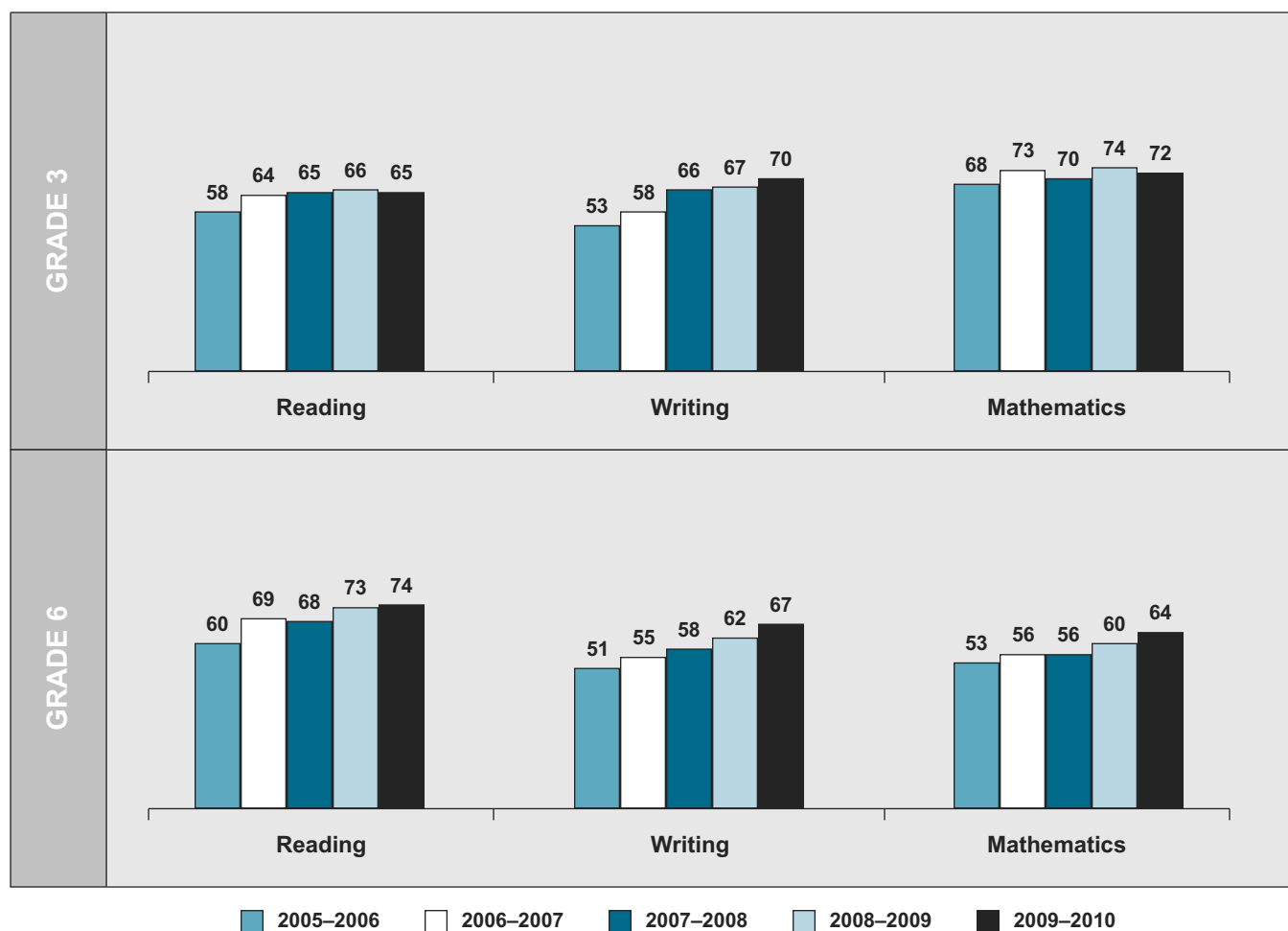
Board Name: Trillium Lakelands DSB (66087)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	28%	27%
First language learned at home other than English	<1%	1%
Number of schools	36	36

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 187	1 077	1 100	1 013	1 005
Grade 3 mathematics	1 316	1 209	1 235	1 152	1 136
Grade 6	1 480	1 474	1 330	1 367	1 228

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



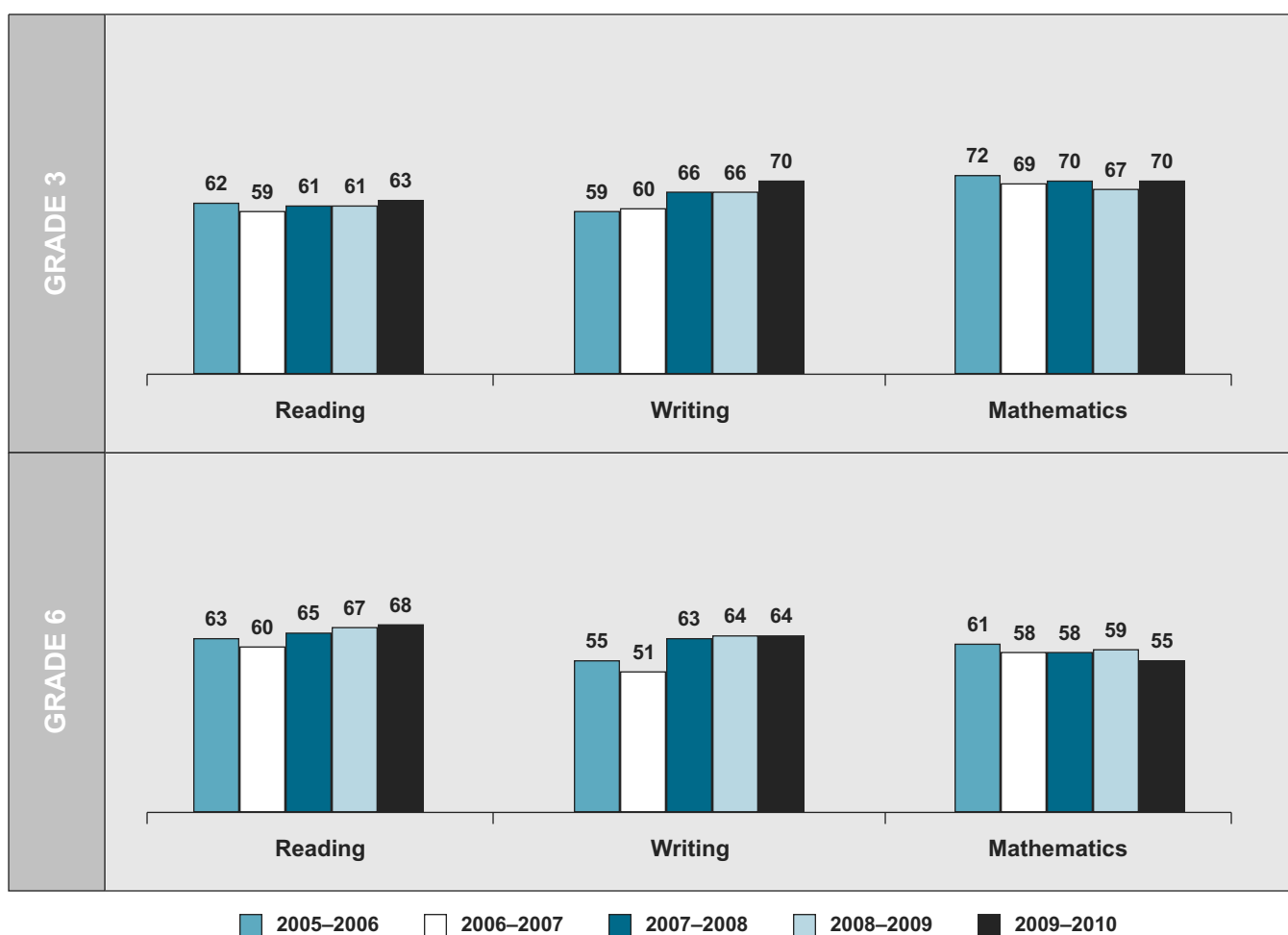
Board Name: Upper Canada DSB (66192)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	28%	30%
First language learned at home other than English	2%	2%
Number of schools	66	65

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 961	1 928	1 867	1 887	1 746
Grade 3 mathematics	1 961	1 928	1 867	1 884	1 746
Grade 6	2 409	2 351	2 074	1 987	1 943

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



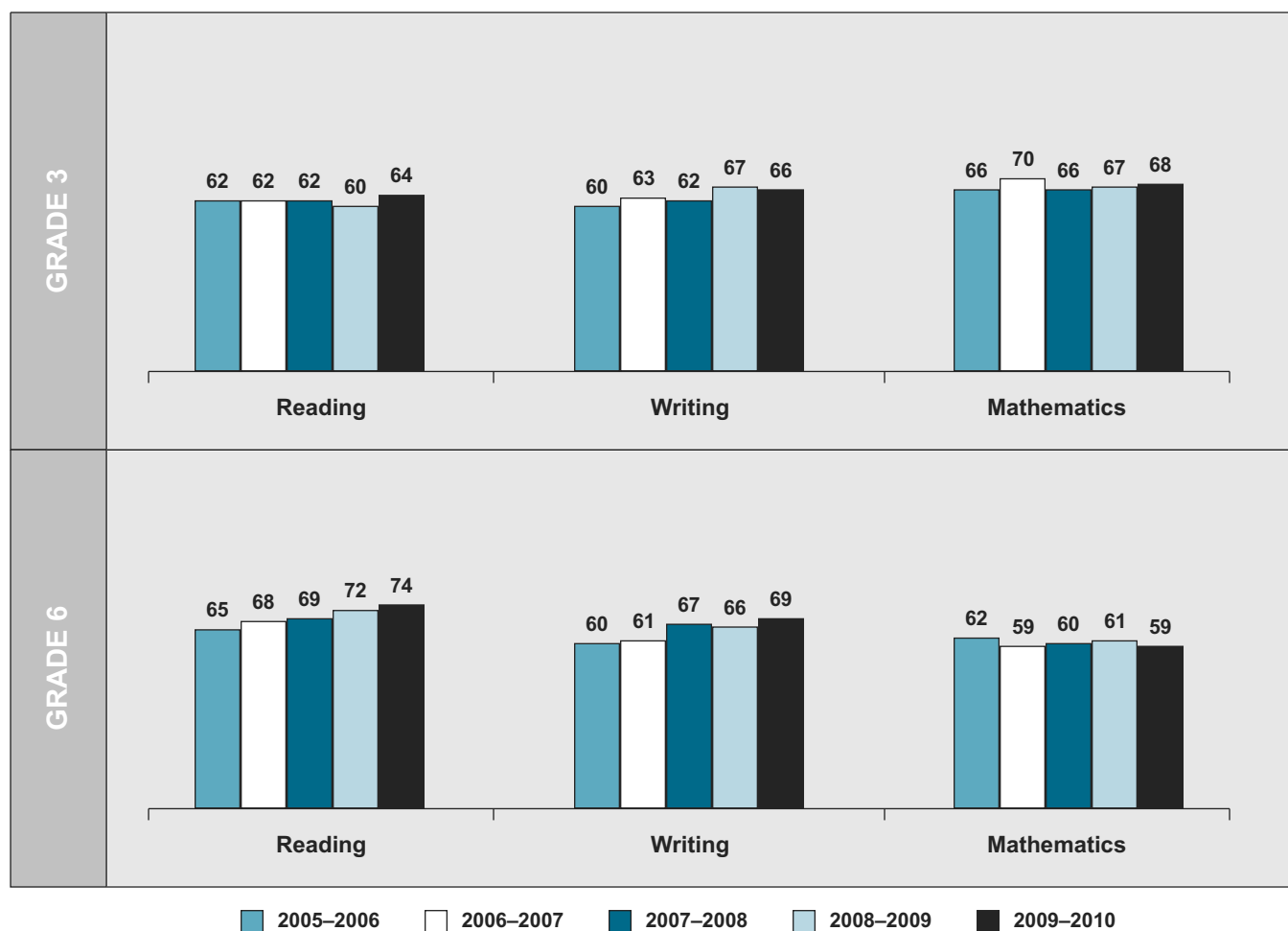
Board Name: Upper Grand DSB (66117)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	1%
Students with special education needs (excluding gifted)	18%	18%
First language learned at home other than English	10%	10%
Number of schools	58	58

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	2 281	2 224	2 230	2 155	2 128
Grade 3 mathematics	2 281	2 224	2 230	2 155	2 128
Grade 6	2 507	2 479	2 418	2 357	2 256

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



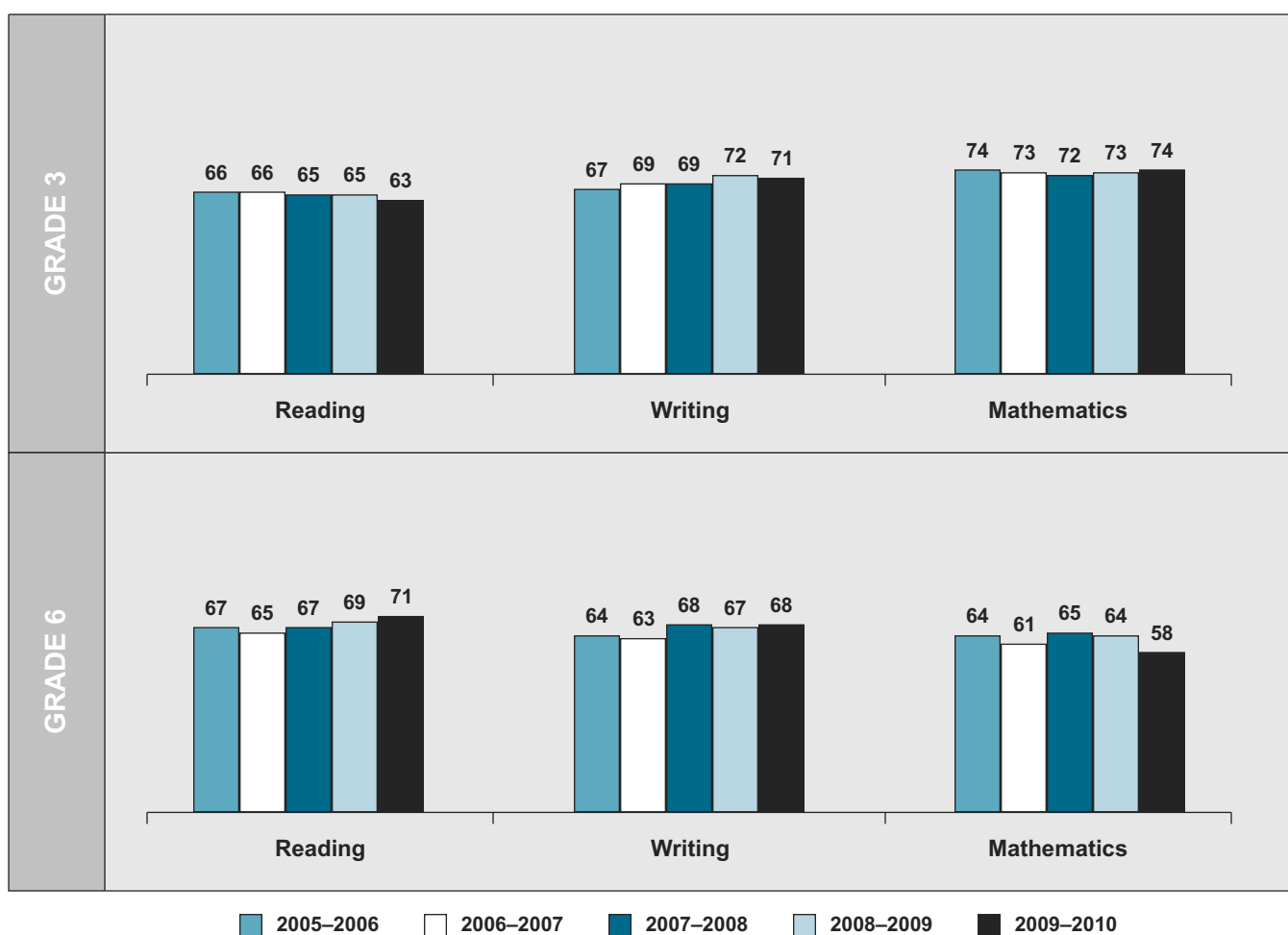
Board Name: Waterloo Catholic DSB (67148)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	17%	23%
First language learned at home other than English	13%	16%
Number of schools	47	47

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 597	1 653	1 603	1 502	1 522
Grade 3 mathematics	1 597	1 653	1 603	1 502	1 522
Grade 6	1 822	1 766	1 747	1 629	1 665

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



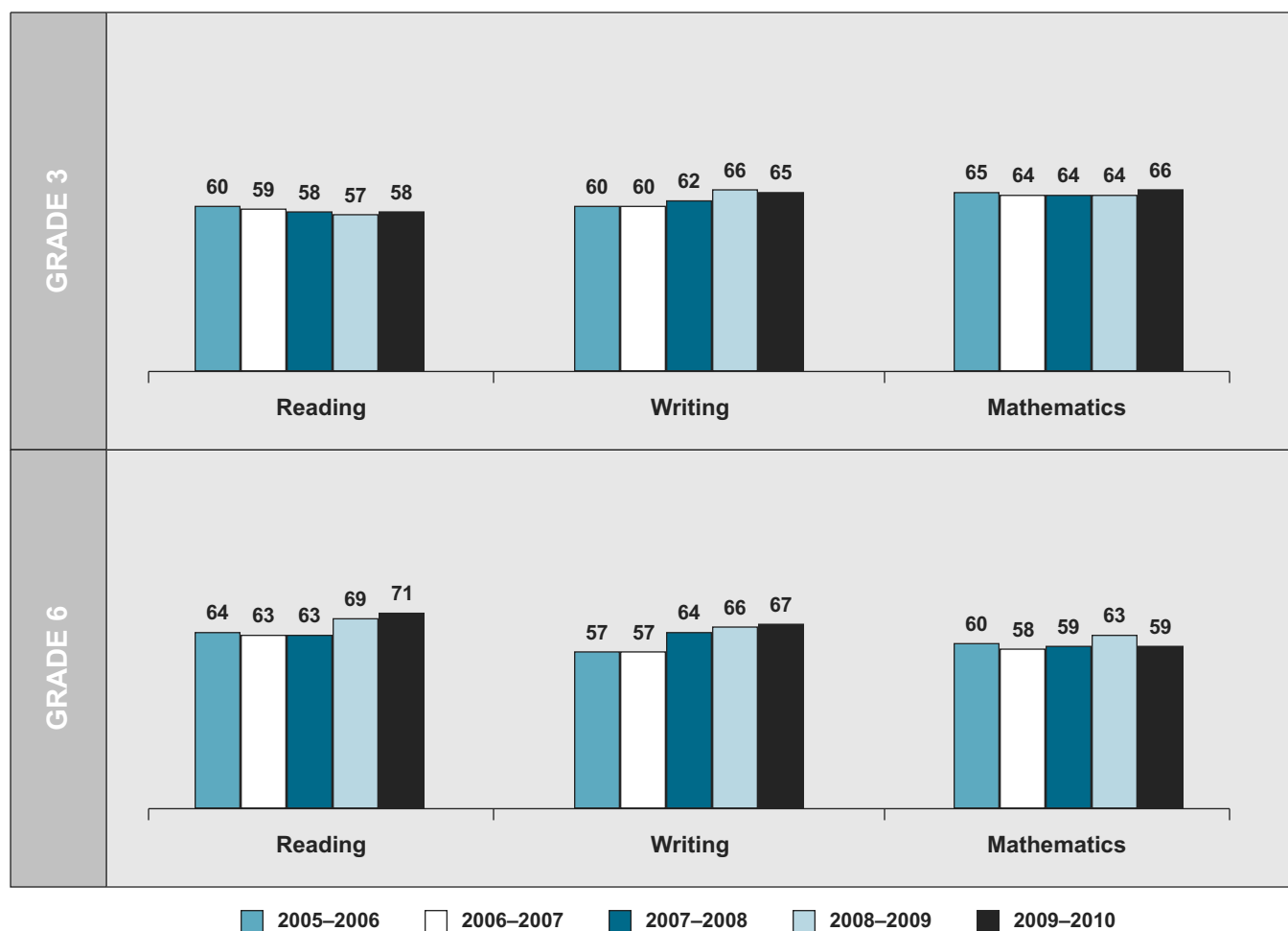
Board Name: Waterloo Region DSB (66176)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	12%	8%
Students with special education needs (excluding gifted)	15%	20%
First language learned at home other than English	20%	19%
Number of schools	86	84

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	4 050	4 046	3 996	3 951	4 126
Grade 3 mathematics	4 050	4 046	3 996	3 951	4 125
Grade 6	4 260	4 264	4 178	4 129	4 142

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



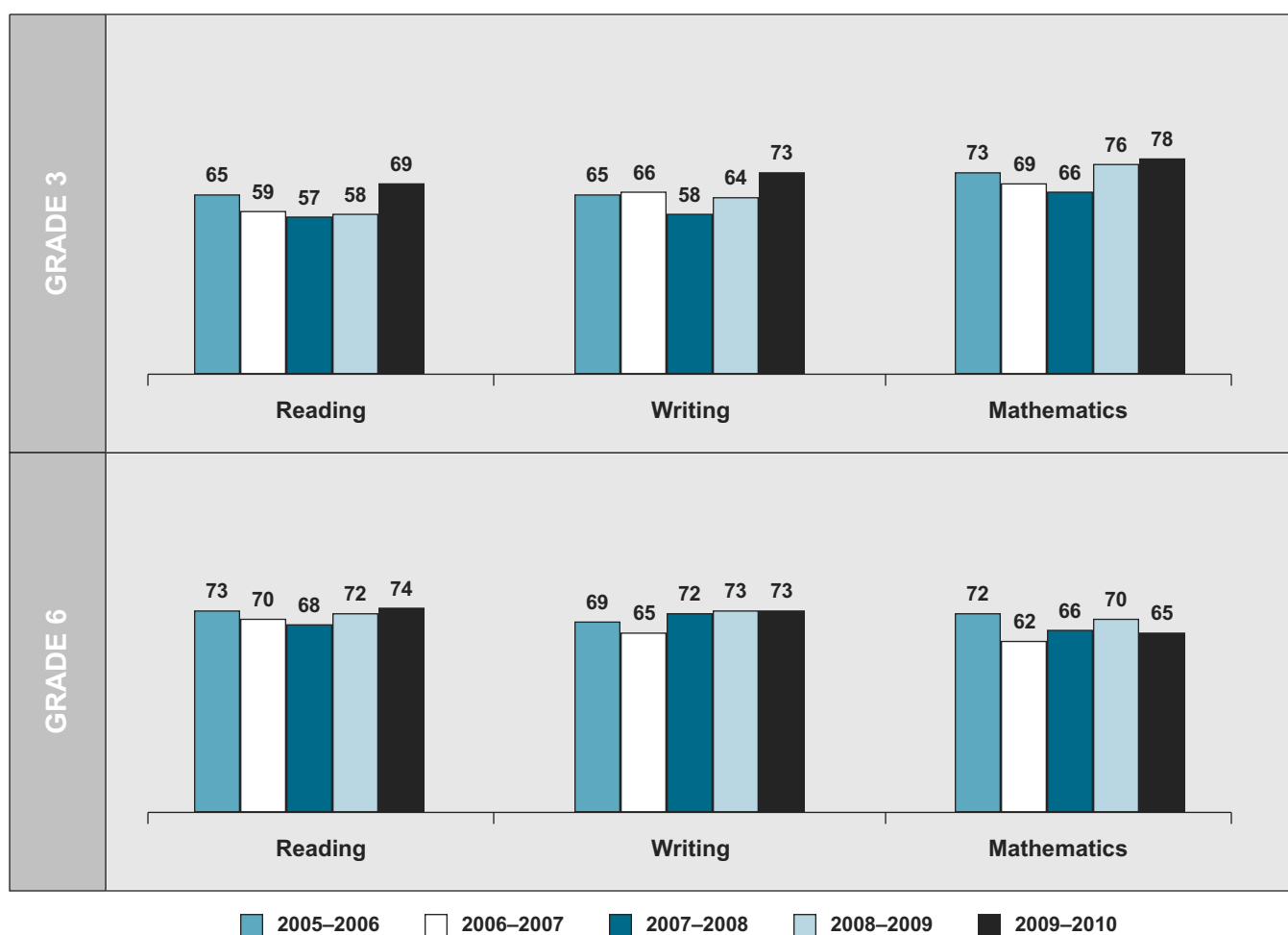
Board Name: Wellington Catholic DSB (67130)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	12%	15%
First language learned at home other than English	2%	2%
Number of schools	15	16

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	625	614	651	594	592
Grade 3 mathematics	625	614	651	594	592
Grade 6	648	697	687	634	639

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



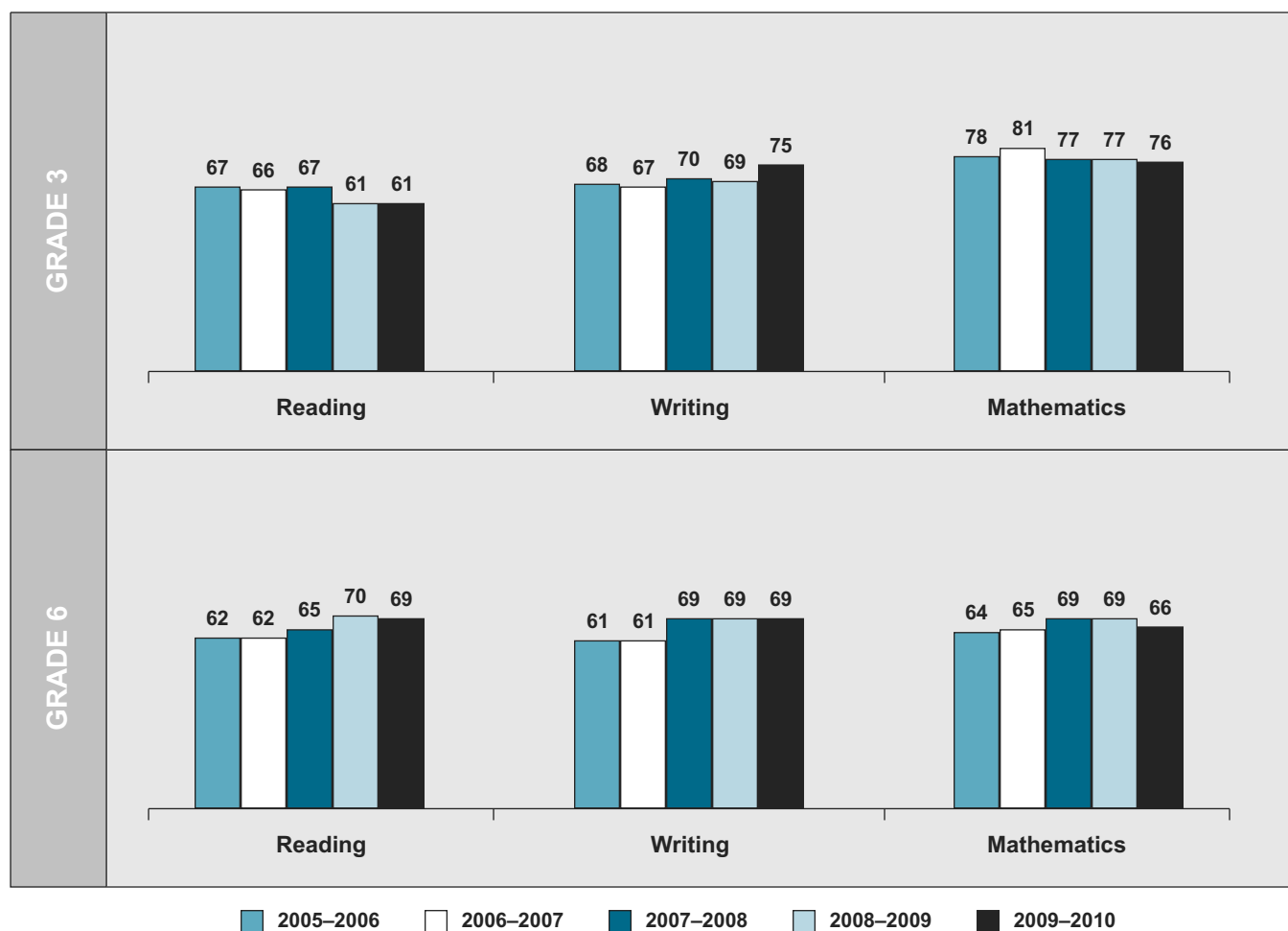
Board Name: Windsor-Essex Catholic DSB (67024)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	2%
Students with special education needs (excluding gifted)	10%	14%
First language learned at home other than English	10%	9%
Number of schools	41	41

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	1 703	1 731	1 741	1 630	1 618
Grade 3 mathematics	1 703	1 731	1 741	1 630	1 618
Grade 6	1 974	1 936	1 869	1 687	1 722

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



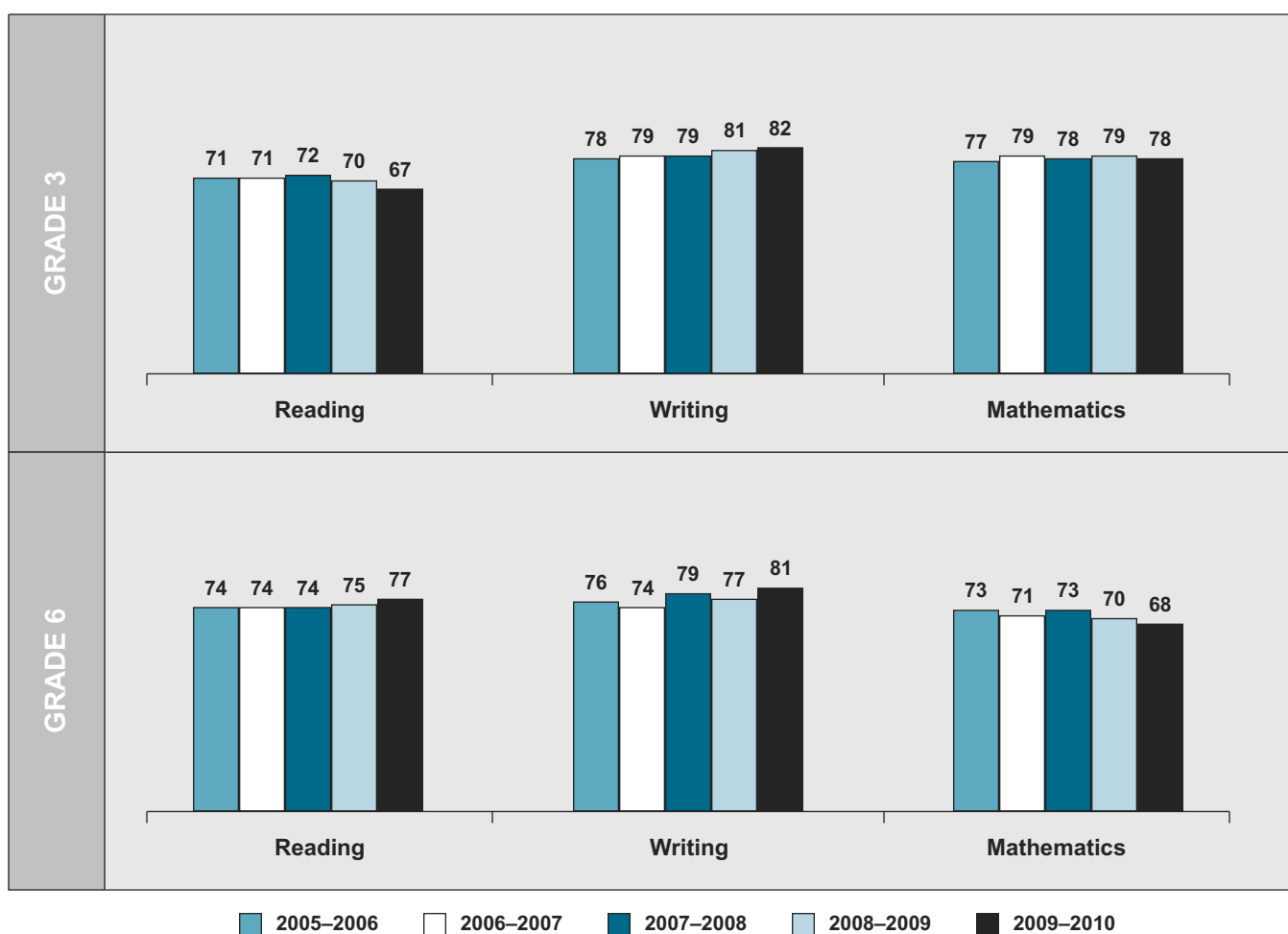
Board Name: York Catholic DSB (67075)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	6%	3%
Students with special education needs (excluding gifted)	8%	12%
First language learned at home other than English	17%	18%
Number of schools	83	83

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	3 918	3 700	3 705	3 721	3 888
Grade 3 mathematics	3 918	3 700	3 705	3 721	3 888
Grade 6	4 124	4 164	4 040	4 169	3 932

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME



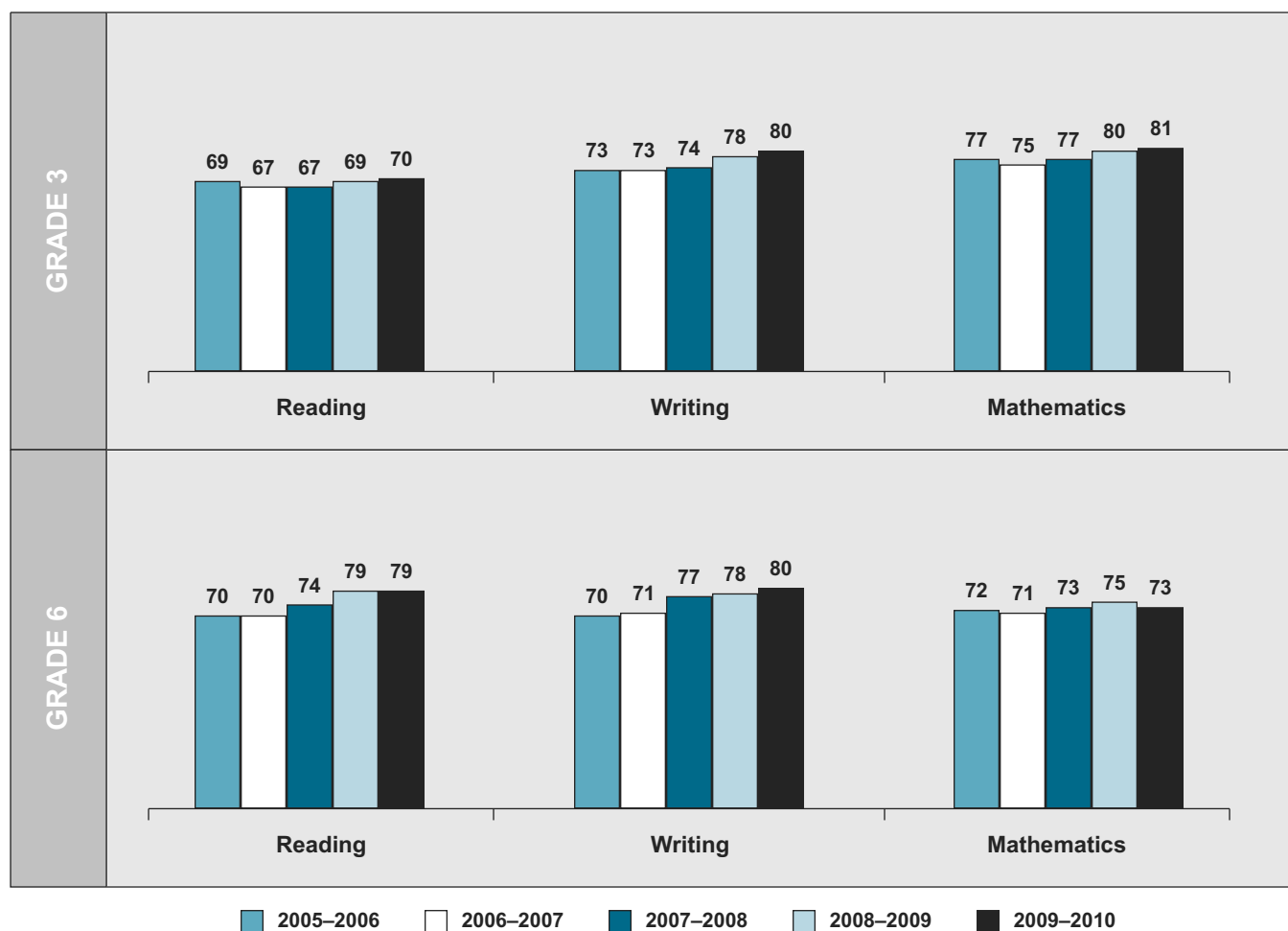
Board Name: York Region DSB (66095)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	22%	17%
Students with special education needs (excluding gifted)	10%	15%
First language learned at home other than English	40%	40%
Number of schools	157	156

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Grade 3 reading and writing*	6 179	6 199	6 316	6 530	6 553
Grade 3 mathematics	6 946	7 008	7 249	7 521	7 630
Grade 6	8 110	8 173	8 145	7 939	7 990

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



Working together to improve student learning

The Education Quality and Accountability Office (EQAO) is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values giving all students the opportunity to reach their highest possible level of achievement.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment process and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.