

Ontario Student Achievement

English-Language Students



EQAO's Provincial Elementary School Report: Results of the 2010–2011 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6)

Web Version

Education Quality and
Accountability Office



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.

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MESSAGE FROM THE CHAIR

It is said that the quality of education one receives throughout one's lifetime is a reflection of the society in which one lives. This means that the educational well-being of the next generation depends on us, not only as educators and parents, but ultimately as members of this society. It is our duty to ensure that young people are getting the best of what 21st-century learning has to offer and that every student is given the resources needed to develop his or her fundamental skills in reading, writing and mathematics.

This is why EQAO is not just about testing, but about supporting an educational system in which students are given every opportunity to reach their full potential. This agency's contribution is both in providing data, which help identify where changes need to be made, and in providing information and resources to use these data to improve student learning.

For example, EQAO supports the public education system through our tracking of student achievement through multiple provincial assessments. Again this year, EQAO tracked students' math achievement from Grade 3 to Grade 6 to Grade 9. New is our tracking of students' literacy achievement from Grade 3 to Grade 6 to Grade 10. By looking at progress from the Grade 3 assessment all the way to the Ontario Secondary School Literacy Test, we can see that early success is a strong indicator of success at the secondary school level. Students who meet the provincial standard early are well positioned to maintain a high level of achievement, while students who do not meet the provincial standard early are not as well positioned for future success. This tracking analysis reinforces the need to identify, sooner rather than later, students who require extra support and to provide them with personalized interventions.

Also new this year, EQAO is supporting the public education system by examining the links between students' performances on the primary- and junior-division assessments and the 21st-century skills that they need to develop in school in order to participate effectively and successfully in the world and workplace of the 21st century. Our assessments provide valuable insights into the development of a number of these skills—particularly those related to communication, numeracy, critical thinking and problem solving, and personal management (attitudes and behaviours). We are pleased to report on these links for the first time in this year's report.

Using EQAO data to track student progress, parents and educators can add to their knowledge of students and work toward giving them the support they need to achieve the curriculum expectations. The information provided in this year's elementary school report paints a portrait of student learning in Ontario. We trust that it will continue to drive the discussions needed for continuous improvement in our publicly funded school system for the benefit of all of Ontario's students and society at large.

I am proud of the work EQAO is doing in providing reliable and objective data to those in the education community, to parents and to the public, and of EQAO's continuous growth as a leader in the area of large-scale assessments. By working together, we can secure the educational well-being and success of the next generation and ensure that it is truly a reflection of the modern society in which we live.



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 2010–2011 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6).

This year's results show that Ontario's elementary school students have continued to make notable gains in reading and writing over the last five years. Over this period, the largest increases have been made by students in Grade 6, where the percentage of students at or above the provincial standard has increased by 10 percentage points in reading (from 64% to 74%) and by 12 percentage points in writing (from 61% to 73%). In Grade 3, the percentage of students at or above the provincial standard in writing has increased by nine percentage points in writing (from 64% to 73%). Grade 3 reading results are also showing some progress, with 65% of students now meeting or exceeding the standard. These are certainly accomplishments to celebrate.

This year's results also show that improvement in mathematics, particularly in the elementary grades, is not keeping pace with those in reading and writing. Over the past five years, the percentage of students meeting or exceeding the standard has remained relatively stable in Grade 3 mathematics, at 69%, and has decreased by one percentage point in Grade 6 mathematics, to 58%.

Ontario's province-wide tests provide a valuable measure of how well students are meeting the reading, writing and mathematics expectations as defined in *The Ontario Curriculum*, and an indication of which areas need greater attention. It is clear from the gains made in literacy how much can be accomplished through focused attention and intervention once an area of need has been identified. This attention must now be applied to improving math achievement.

Tracking student progress through multiple provincial assessments, which EQAO can now do in mathematics from Grade 3 to Grade 6 to Grade 9, and in reading and writing from Grade 3 to Grade 6 to Grade 10, has added a significant new dimension to the agency's reporting. This longitudinal tracking reveals important patterns of achievement that should serve as a call to action for the education system. Our tracking analysis shows a clear link between success in elementary school and success in later grades, and reinforces the importance of identifying learning needs and providing personalized support. For example, the analysis shows that the majority of students who had not met the standard in Grade 3 math but had improved to meet it in Grade 6 math carried their success forward into Grade 9 math. EQAO's corresponding secondary school report gives more information about these cohort tracking results.

Again this year, we are pleased to highlight in this report a number of schools that have used EQAO and other data to determine areas of focus for their school improvement plans. It is evident in each of their stories that these schools have made a firm commitment to evidence-based decision making in support of student progress. I trust these school stories will offer ideas and inspiration to other school communities across the province.

We are proud of the role this agency plays in supporting students, parents and the education community. By providing an independent gauge of student achievement at key stages of learning, EQAO's provincial tests provide an essential indicator of the effectiveness of the public education system and make it more accountable to all Ontarians.



Marguerite Jackson
Chief Executive Officer

A handwritten signature in dark ink that reads "Marguerite Jackson". The signature is fluid and cursive, with the first name and last name clearly legible.

Marguerite Jackson
Chief Executive Officer

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Results at a Glance:
Primary and Junior Divisions

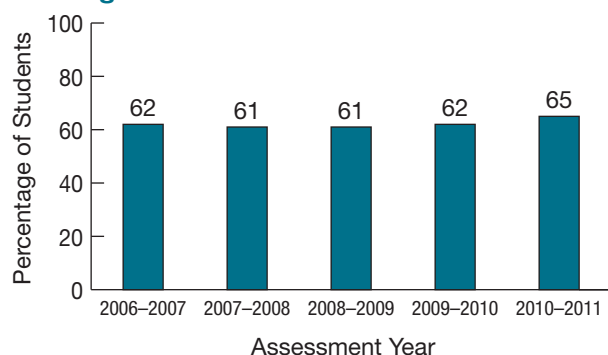
Results at a Glance

PRIMARY DIVISION

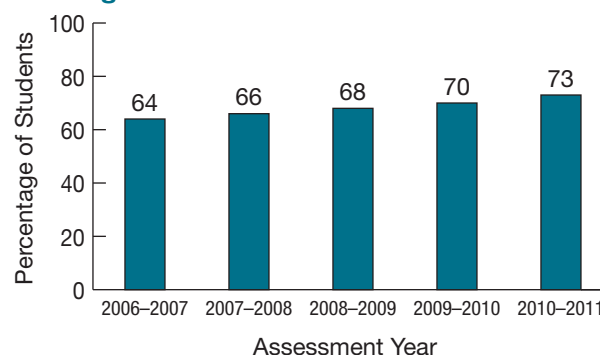
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time*

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 131 012	# = 128 660	# = 125 481	# = 127 789	# = 124 117
READING	62%	61%	61%	62%	65%
WRITING	64%	66%	68%	70%	73%
MATHEMATICS	69%	68%	70%	71%	69%

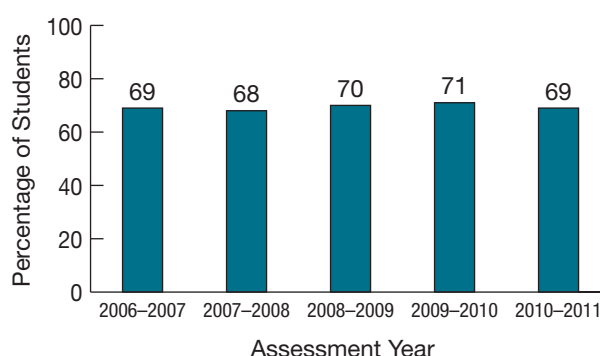
Reading



Writing



Mathematics



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

Observations

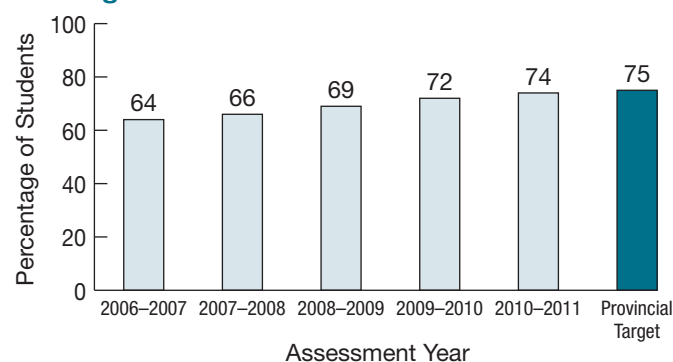
- Between 2006–2007 and 2009–2010, the percentage of students performing at or above the provincial standard in reading remained relatively stable (at 61% or 62%). In 2010–2011, the percentage increased by three percentage points (to 65%) from the previous year's.
- Over the past five years, the percentage of students at or above the provincial standard in writing has been steadily increasing (a nine point increase, from 64% to 73%).
- Over the past five years, performance in mathematics has remained relatively stable at about 70%. In 2010–2011, the percentage of students at or above the standard in this subject decreased by two percentage points (to 69%) from the previous year's.

JUNIOR DIVISION

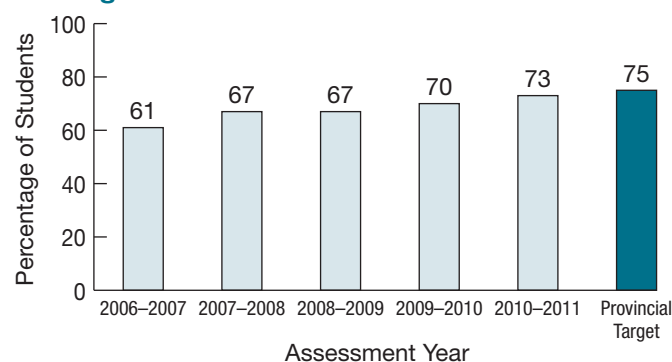
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 145 901	# = 140 420	# = 136 076	# = 134 294	# = 132 308
READING	64%	66%	69%	72%	74%
WRITING	61%	67%	67%	70%	73%
MATHEMATICS	59%	61%	63%	61%	58%

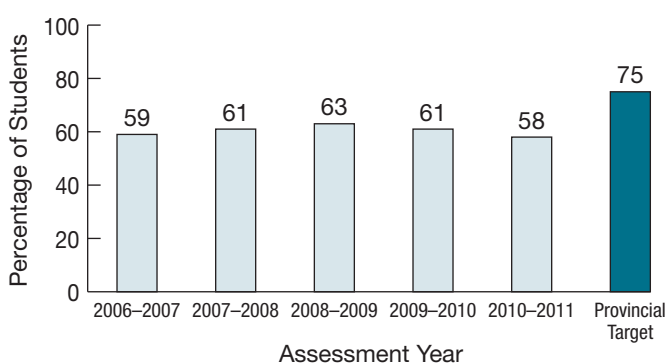
Reading



Writing



Mathematics



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

Observations

Over the past five years,

- the percentage of students performing at or above the provincial standard in reading has been steadily increasing (a 10-percentage-point increase, from 64% to 74%).
- the percentage of students at or above the provincial standard in writing has increased by 12 percentage points, from 61% to 73%.
- performance in mathematics has remained relatively stable. There has been a slight decrease in the percentage of students achieving the standard in each of the past two years. In 2010–2011, the percentage of students at or above the standard in this subject decreased by three percentage points (to 58%) from the previous year's.

TRACKING STUDENT PROGRESS THROUGH PROVINCIAL ASSESSMENTS

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 2011 with their results on the primary-division assessment when they were in Grade 3 in 2008.

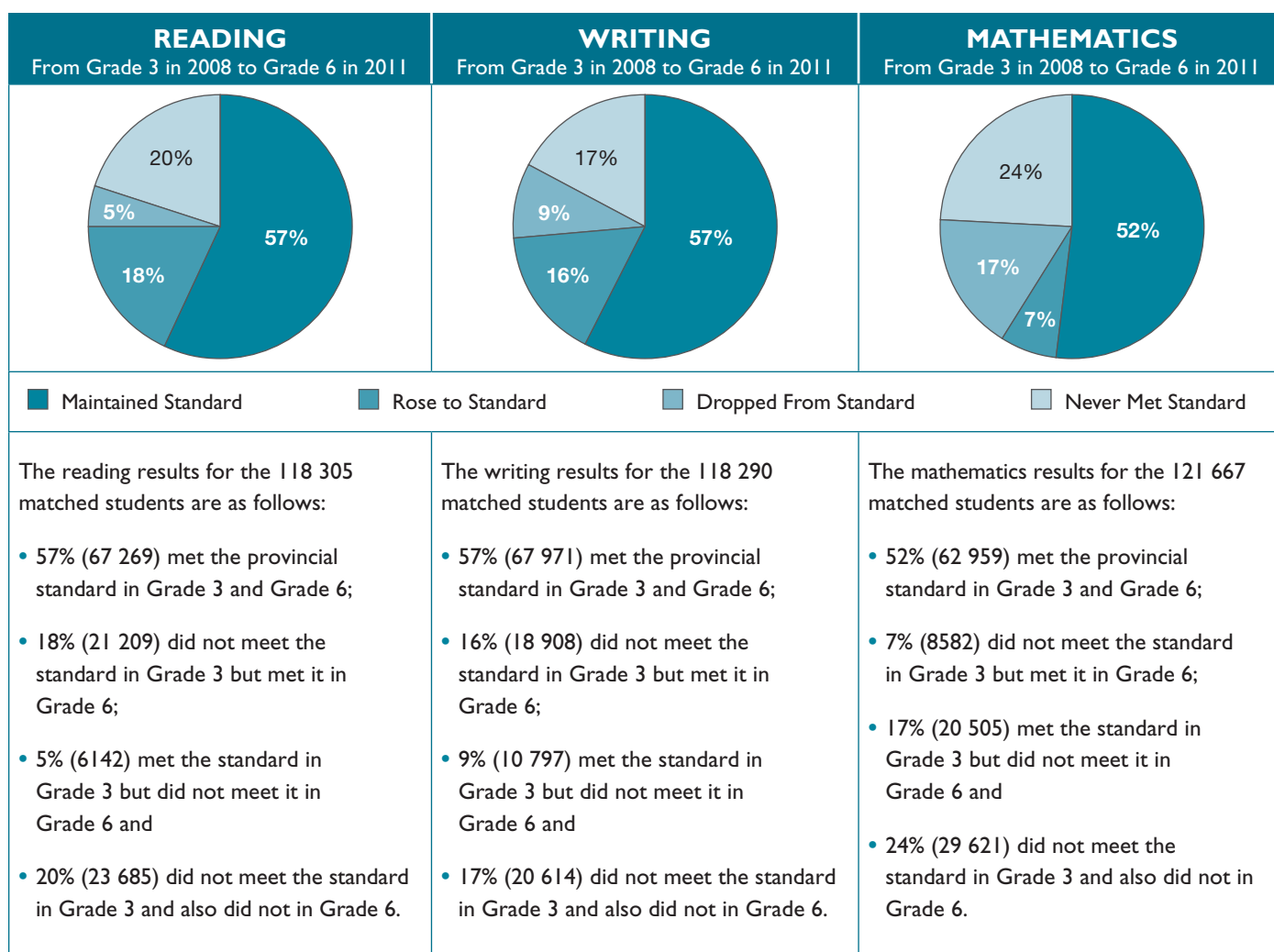
The progress of students as they moved from Grade 3 to Grade 6 has been illustrated by pie charts that are divided into four categories to reflect the four possible ways students can progress from one assessment to the next:

- **Maintained Standard**—Met the provincial standard in 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**—Did not meet the standard in Grade 3 and also did not in Grade 6

Progress in Achievement from Grade 3 in 2008 to Grade 6 in 2011

There were 132 308 Grade 6 students in 2011. The pie charts below show how students performed on the 2011 assessments compared to their assessment results in 2008. The percentages are based on all tracked students in the cohort, including those who participated, those who were exempted and those who provided no work to be scored.

Note: Student results in the analyses throughout this document have been linked using the students' names and their Ontario Education Numbers (OENs). Not all students could be matched. Reasons include the student's recent arrival in Ontario (i.e., he or she was not in the school system for the previous assessment), misspelled names or inaccurate OENs. Numbers have been rounded off to the nearest whole percent.



Contextual Information:

Primary and Junior Divisions

Contextual Information

DEMOGRAPHIC INFORMATION AND PARTICIPATION RATES

Demographic information, participation rates and questionnaire results provide a context for interpreting the province-wide results over time.

Demographic Information and Participation Rates Over Time, Primary Division

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
All Grade 3 students	# = 131 012	# = 128 660	# = 125 481	# = 127 789	# = 124 117
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
STUDENT STATUS*					
English language learners [†]	8%	8%	9%	9%	10%
Students with special education needs (excluding gifted) [†]	13%	13%	15%	15%	16%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡					
First language learned at home was other than English	17%	20%	22%	21%	22%
Speak only or mostly English	79%	80%	79%	73%	71%
Speak another language (or other languages) as often as English	12%	12%	12%	16%	17%
Speak only or mostly another language (or other languages)	8%	8%	8%	10%	11%
PLACE OF BIRTH*					
Born outside Canada	11%	11%	11%	10%	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%	7%	7%	6%	7%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading [§]	95%	95%	95%	96%	97%
Students participating in writing [§]	95%	96%	96%	97%	97%
Students participating in mathematics [§]	95%	96%	96%	97%	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 demographic information for Grade 3 students has remained relatively stable overall. However, during the same period, the following changes have occurred:
 - The number of students enrolled in Grade 3 has declined.
 - 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 five percentage points.
 - The percentage of students who speak only or mostly English at home has decreased by eight percentage points.
 - The percentage of Grade 3 students who speak another language (or other languages) as often as English at home has increased by five percentage points, and the percentage of students who speak only or mostly another language (or other languages) at home has increased by three percentage points.
- Over the past five years, the percentage of Grade 3 students participating in the assessment has increased by two percentage points in all three subjects (to 97% in each case).

Demographic Information and Participation Rates Over Time, Junior Division

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
All Grade 6 students	# = 145 901	# = 140 420	# = 136 076	# = 134 294	# = 132 308
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
STUDENT STATUS*					
English language learners [†]	5%	5%	6%	6%	6%
Students with special education needs (excluding gifted) [†]	17%	17%	18%	18%	19%
LANGUAGE SPOKEN AT HOME BY THE STUDENT[‡]					
First language learned at home was other than English	17%	20%	20%	21%	21%
Speak only or mostly English	82%	82%	81%	77%	75%
Speak another language (or other languages) as often as English	12%	12%	12%	15%	15%
Speak only or mostly another language (or other languages)	6%	6%	6%	7%	7%
PLACE OF BIRTH*					
Born outside Canada	12%	12%	13%	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%	9%	9%	10%	10%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading [§]	95%	96%	96%	97%	97%
Students participating in writing [§]	95%	96%	96%	97%	97%
Students participating in mathematics [§]	95%	96%	96%	97%	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 demographic information for Grade 6 students has remained relatively stable overall. However, during the same period, the following changes have occurred:
 - The number of students enrolled in Grade 6 has declined.
 - The percentage of students whose first language learned at home was other than English has increased by four percentage points.
 - The percentage of students who speak only or mostly English at home has decreased by seven percentage points.
 - The percentage of students who speak another language (or other languages) as often as English at home has increased by three 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).

QUESTIONNAIRE RESULTS

Starting in 2010, the questionnaires are being administered in a two-year alternating cycle: in Year 1 (e.g., 2010), a series of questions focus on mathematics; in Year 2 (e.g., 2011), they are replaced by a series focusing on reading and writing.

For the full questionnaire results for the province (available **September 28, 2011**), see the EQAO Web site, www.eqao.com, under “School, Board and Provincial Results.”

Student Questionnaire Results: Attitudes Toward Reading*

	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 3 students who completed the questionnaire	Female					Male				
	# = 61 379	# = 60 168	# = 58 867	# = 60 511	# = 58 912	# = 63 145	# = 62 460	# = 60 963	# = 62 514	# = 60 957
Percentage of students who answered “most of the time” to the following statements:										
I like to read. [†]	67%	68%	69%	n/a	57%	50%	51%	53%	n/a	42%
I am a good reader. [†]	70%	69%	69%	n/a	68%	66%	65%	65%	n/a	64%
I am able to understand difficult reading passages.	n/a	n/a	n/a	n/a	29%	n/a	n/a	n/a	n/a	33%
I try to do my best when I do reading activities in class.	n/a	n/a	n/a	n/a	86%	n/a	n/a	n/a	n/a	79%

	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 6 students who completed the questionnaire	Female					Male				
	# = 68 318	# = 65 925	# = 64 074	# = 63 475	# = 62 590	# = 70 615	# = 68 284	# = 66 216	# = 65 718	# = 65 359
Percentage of students who answered “most of the time” to the following statements:										
I like to read. [†]	55%	58%	64%	n/a	59%	38%	40%	42%	n/a	41%
I am a good reader. [†]	65%	67%	69%	n/a	70%	59%	61%	61%	n/a	63%
I am able to understand difficult reading passages.	n/a	n/a	n/a	n/a	39%	n/a	n/a	n/a	n/a	41%
I try to do my best when I do reading activities in class.	n/a	n/a	n/a	n/a	85%	n/a	n/a	n/a	n/a	76%

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

† From 2007 to 2009, the response options were “yes,” “sometimes” and “no”; in 2011, they were changed to “most of the time,” “sometimes” and “never.” The percentages represent students who answered “sometimes” or “yes”/“most of the time.” The wording and layout of the questions also changed slightly in 2011.

n/a: This item was added in 2010 or 2011.

Observations

- Over the past five years, a larger percentage of female than male students have responded “most of the time” to each of “I like to read” and “I am a good reader.” The difference between the genders is larger for the first item.
- This year, a larger percentage of females indicated trying to do their best during reading activities in class “most of the time,” and a slightly larger percentage of male students indicated that they felt they were able to understand difficult reading passages “most of the time.”
- The percentages of students who indicated that they felt they were able to understand difficult reading passages “most of the time” are much smaller than the percentages of students who indicated that they felt they were good readers “most of the time.”
- The percentages of students who answered “most of the time” to the items in the above table are comparable for both grades. However, for the item “I am able to understand difficult reading passages,” the percentages are larger for Grade 6.

Student Questionnaire Results: Attitudes Toward Writing

	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
	Female					Male				
Grade 3 students who completed the questionnaire	# = 61 379	# = 60 168	# = 58 867	# = 60 511	# = 58 912	# = 63 145	# = 62 460	# = 60 963	# = 62 514	# = 60 957
Percentage of students who answered “most of the time” to the following statements:										
I like to write.*	61%	59%	60%	n/a	56%	45%	43%	43%	n/a	40%
I am a good writer.*	58%	56%	55%	n/a	56%	45%	43%	42%	n/a	42%
I am able to communicate my ideas in writing.	n/a	n/a	n/a	n/a	45%	n/a	n/a	n/a	n/a	42%
I try to do my best when I do reading activities in class.	n/a	n/a	n/a	n/a	85%	n/a	n/a	n/a	n/a	77%

	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
	Female					Male				
Grade 6 students who completed the questionnaire	# = 68 318	# = 65 925	# = 64 074	# = 63 475	# = 62 590	# = 70 615	# = 68 284	# = 66 216	# = 65 718	# = 65 359
Percentage of students who answered “most of the time” to the following statements:										
I like to write.*	52%	51%	52%	n/a	50%	33%	32%	32%	n/a	28%
I am a good writer.*	50%	50%	48%	n/a	48%	38%	38%	36%	n/a	34%
I am able to communicate my ideas in writing.	n/a	n/a	n/a	n/a	48%	n/a	n/a	n/a	n/a	41%
I try to do my best when I do reading activities in class.	n/a	n/a	n/a	n/a	84%	n/a	n/a	n/a	n/a	73%

* From 2007 to 2009, the response options were “yes,” “sometimes” and “no”; in 2011, they changed to “most of the time,” “sometimes” and “never.” The percentages represent students who answered “sometimes” or “yes”/“most of the time.” The wording and layout of the questions also changed slightly in 2011.

n/a: This item was added in 2010 or 2011.

Observations

- Over the past five years, a larger percentage of female than male students have responded “most of the time” to each of “I like to write” and “I am a good writer.” The difference between the genders is larger for the first item.
- This year, a larger percentage of females than males indicated that they tried to do their best during writing activities in class “most of the time” and that they felt that they were able to communicate their ideas in writing most of the time.
- For the first two items, the percentages of students answering “most of the time” are smaller for Grade 6 than for Grade 3, especially for male students indicating they like to write.

Student Questionnaire Results: Use of Instructional Resources in the Classroom

	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 3 students who completed the questionnaire	Female					Male				
	# = 61 379	# = 60 168	# = 58 867	# = 60 511	# = 58 912	# = 63 145	# = 62 460	# = 60 963	# = 62 514	# = 60 957
Percentage of students who indicated that they used the following resources “sometimes” or “most of the time” during reading and writing activities at school:										
A computer for reading activities*	69%	69%	67%	n/a	71%	65%	64%	65%	n/a	69%
A computer for writing activities*	76%	75%	74%	n/a	80%	72%	72%	71%	n/a	78%
Reading and writing tools (e.g., dictionary)	n/a	n/a	n/a	n/a	92%	n/a	n/a	n/a	n/a	87%

	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Grade 6 students who completed the questionnaire	Female					Male				
	# = 68 318	# = 65 925	# = 64 074	# = 63 475	# = 62 590	# = 70 615	# = 68 284	# = 66 216	# = 65 718	# = 65 359
Percentage of students who indicated that they used the following resources “sometimes” or “most of the time” during reading and writing activities at school:										
A computer for reading activities*	61%	62%	59%	n/a	56%	59%	59%	57%	n/a	57%
A computer for writing activities*	82%	81%	79%	n/a	83%	80%	80%	78%	n/a	84%
Reading and writing tools (e.g., dictionary)	n/a	n/a	n/a	n/a	92%	n/a	n/a	n/a	n/a	87%
The Internet to find information	n/a	n/a	n/a	n/a	93%	n/a	n/a	n/a	n/a	92%

* From 2007 to 2009, the response options were “yes,” “sometimes” or “no”; in 2011, they changed to “most of the time,” “sometimes” and “never.” The percentages represent students who answered “sometimes” or “yes”/“most of the time.” The wording and layout of the questions also changed slightly in 2011.

n/a: This item was added in 2010 or 2011.

Observations

- A fairly large percentage of students indicated that they used the resources listed in the table above “sometimes” or “most of the time” during reading and writing activities at school.
- The percentages of students indicating that they used a computer for reading activities are smaller for Grade 6 than for Grade 3.

Student Questionnaire Results: Learning Strategies Used in Reading

	2011	
Grade 3 students who completed the questionnaire	Female	Male
	# = 58 912	# = 60 957
Percentage of students who indicated that they do the following “most of the time” when they read:*		
Before they start to read, they try to predict what the text will be about.	21%	21%
They make sure that they understand what they are reading.	75%	68%
They slow down their reading if it is difficult.	57%	48%
When they come to a word they do not understand, they look for clues (e.g., punctuation, word parts, other words in the sentence).	44%	36%
When they are finished reading, they think about what they have read.	45%	39%

	2011	
Grade 6 students who completed the questionnaire	Female	Male
	# = 62 590	# = 65 359
Percentage of students who indicated that they do the following “most of the time” when they read:*		
Before they start to read, they try to predict what the text will be about.	13%	15%
They make sure that they understand what they are reading.	75%	67%
They slow down their reading if it is difficult.	62%	51%
When they come to a word they do not understand, they look for clues (e.g., punctuation, word parts, other words in the sentence).	48%	39%
When they are finished reading, they think about what they have read.	45%	39%

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

Observations

- Generally, a larger percentage of female than male students indicated that they used each of the learning strategies in the table above “most of the time” while they read. However, for the first item, the percentages for female and male students are similar.
- The gaps between female and male students’ answers in the two grades are similar.
- For most of the strategies in the table, the percentages for the two grades are similar. However, the percentage of students who indicated that they use the first learning strategy is smaller for Grade 6 than for Grade 3.

Student Questionnaire Results: Learning Strategies Used in Writing

	2011	
	Female	Male
Grade 3 students who completed the questionnaire	# = 58 912	# = 60 957
Percentage of students who indicated that they do the following “most of the time” when they write:*		
They organize their ideas before they start to write.	47%	39%
They edit their writing to make it better.	54%	43%
They check their writing for spelling and grammar.	53%	43%

	2011	
	Female	Male
Grade 6 students who completed the questionnaire	# = 62 590	# = 65 359
Percentage of students who indicated that they do the following “most of the time” when they write:*		
They organize their ideas before they start to write.	38%	31%
They edit their writing to make it better.	59%	44%
They check their writing for spelling and grammar.	57%	46%

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

Observations

- As with reading, a larger percentage of female than male students indicated that they used the learning strategies in the table above “most of the time.” The gaps between female and male students’ answers in the two grades are similar.
- The percentages of students who indicated that they use the last two strategies tend to be larger in Grade 6 than in Grade 3.

Student Questionnaire Results: Out-of-School Activities

	2010	2011	2010	2011
Grade 3 students who completed the questionnaire	Female		Male	
	# = 60 511	# = 58 912	# = 62 514	# = 60 957
Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:*				
Read by themselves	64%	60%	50%	46%
Play video games	18%	20%	55%	58%
Use the Internet	39%	41%	44%	48%
Participate in sports or other physical activities	44%	44%	54%	54%
Participate in art, music, dance or drama activities	36%	37%	19%	19%
Percentage of students who indicated that they do the following at least once a week when they are not at school:†				
Participate in after-school clubs	26%	28%	25%	24%
	2010	2011	2010	2011
Grade 6 students who completed the questionnaire	Female		Male	
	# = 63 475	# = 62 590	# = 65 718	# = 65 359
Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:*				
Read by themselves	56%	51%	39%	35%
Play video games	11%	13%	45%	47%
Use the Internet	61%	61%	57%	59%
Participate in sports or other physical activities	43%	43%	58%	56%
Participate in art, music, dance or drama activities	26%	27%	13%	12%
Percentage of students who indicated that they do the following at least once a week when they are not at school:†				
Participate in after-school clubs	29%	29%	23%	23%

* 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

Activities done every day or almost every day

- In Grade 3, among female students, the most frequently reported activity is reading by themselves, while among male students it is playing video games and participating in sports.
- In Grade 6, among female students, the most frequently reported activities are using the Internet and reading by themselves, while among male students it is using the Internet and participating in sports.

Activities done at least once a week:

- The percentage of female students who indicated participating in after-school clubs is slightly larger than the percentage of male students; the percentages for the two grades are comparable.
- The percentages of Grade 6 students who reported engaging in the following activities are smaller than those in Grade 3: reading by themselves, participating in art activities and playing video games. However, a larger percentage of Grade 6 students reported using the Internet.
- The largest difference between the genders is for playing video games.

Student Questionnaire Results: Variety of Reading Outside School

	2010	2011	2010	2011
Grade 3 students who completed the questionnaire	Female		Male	
	# = 60 511	# = 58 912	# = 62 514	# = 60 957
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%	51%	41%	38%
Comics or graphic novels	15%	17%	27%	29%
Books, newspapers, magazines or websites for information	30%	30%	25%	23%
E-mail, text or instant messages	17%	19%	16%	18%
Other things	47%	47%	43%	42%

	2010	2011	2010	2011
Grade 6 students who completed the questionnaire	Female		Male	
	# = 63 475	# = 62 590	# = 65 718	# = 65 359
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%	43%	30%	27%
Comics or graphic novels	10%	10%	18%	18%
Books, newspapers, magazines or websites for information	32%	28%	27%	24%
E-mail, text or instant messages	53%	55%	40%	41%
Other things	36%	35%	35%	34%

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

Observations

- In Grade 3, the most often cited type of reading done “every day or almost every day” among both female and male students is stories or novels; in Grade 6, it is electronic messages.
- The percentages for each type of reading are larger in Grade 3 than in Grade 6, except for electronic messages and books for information.
- There are 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 for Grade 3. For example, in both grades, a much larger percentage of females than males indicated that they read stories or novels “every day or almost every day.” Also, in Grade 6, a larger percentage of females than males indicated reading electronic messages.

Student Questionnaire Results: Variety of Writing Outside School

	2011	
Grade 3 students who completed the questionnaire	Female	Male
	# = 58 912	# = 60 957
Percentage of students who indicated that they write the following “every day or almost every day” when they are not at school:*		
Stories	20%	13%
Journal entries	20%	9%
E-mail, text or instant messages	18%	17%
Letters	13%	9%
Other things	38%	30%

	2011	
Grade 6 students who completed the questionnaire	Female	Male
	# = 62 590	# = 65 359
Percentage of students who indicated that they write the following “every day or almost every day” when they are not at school:*		
Stories	8%	4%
Journal entries	12%	3%
E-mail, text or instant messages	52%	38%
Letters	4%	3%
Other things	26%	22%

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

Observations

- In both grades, the percentages of female students indicating that they engage in each type of writing “every day or almost every day” are larger than those of male students, except for electronic messages in Grade 3 and letters in Grade 6, for which the percentages are similar.
- The percentages are smaller in Grade 6 than in Grade 3, except in the case of electronic messages, for which the percentages are much larger in Grade 6. Electronic messages are also the most reported type of writing in Grade 6.

Student Questionnaire Results: Parental Involvement

	2010	2011	2010	2011
Grade 3 students who completed the questionnaire	Female		Male	
	# = 60 511	# = 58 912	# = 62 514	# = 60 957
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:*				
Talk about the reading and writing work they do in school	n/a	37%	n/a	29%
Talk about the activities they do in school	51%	49%	40%	39%
Read together	23%	24%	19%	19%
Look at their school agenda	56%	55%	53%	52%
Use a computer together	13%	14%	13%	14%

	2010	2011	2010	2011
Grade 6 students who completed the questionnaire	Female		Male	
	# = 63 475	# = 62 590	# = 65 718	# = 65 359
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:*				
Talk about the reading and writing work they do in school	n/a	23%	n/a	19%
Talk about the activities they do in school	42%	42%	34%	35%
Read together	4%	4%	4%	4%
Look at their school agenda	29%	28%	30%	30%
Use a computer together	5%	6%	5%	6%

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

Observations

- For each item, the percentages are larger in Grade 3 than in Grade 6.
- In both grades, the activities that students most frequently reported engaging in with a parent “every day or almost every day” are looking at their school agenda and talking about the activities they do in school.

Student Questionnaire Results: Screen Time

	2010	2011	2010	2011
Grade 3 students who completed the questionnaire	Female		Male	
	# = 60 511	# = 58 912	# = 62 514	# = 60 957
Percentage of students who indicated that they normally watch “4 TV programs or more” on a school day: [*]				
Before school	6%	8%	14%	15%
After school	49%	49%	57%	58%

	2010	2011	2010	2011
Grade 6 students who completed the questionnaire	Female		Male	
	# = 63 475	# = 62 590	# = 65 718	# = 65 359
Percentage of students who indicated that they do the following for “about 3 hours” or “more than 3 hours” on a school day, after school: [†]				
Watch TV	19%	19%	22%	22%
Play video games	3%	4%	20%	22%
Use the Internet	20%	20%	19%	19%

^{*} The other response options were “0 programs,” “1 program” and “2 or 3 programs.”

[†] The other response options were “none,” “about half an hour,” “about an hour” and “about 2 hours.”

Observations

- In Grade 3, the percentages of male students who reported watching “4 TV programs or more” before and after school are larger than the corresponding percentages of female students.
- In Grade 6, around 20% of students indicated spending “about three hours” or “more than three hours” after school watching TV and using the Internet. There is a large gap (17–18 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.

Student Questionnaire Results: Number of Schools Attended

	2010	2011	2010	2011
Grade 3 students who completed the questionnaire	Female		Male	
	# = 60 511	# = 58 912	# = 62 514	# = 60 957
Only this school/1 other school	80%	79%	80%	78%
2 other schools/3 other schools	16%	16%	16%	16%
4 other schools or more	4%	4%	4%	4%

	2010	2011	2010	2011
Grade 6 students who completed the questionnaire	Female		Male	
	# = 63 475	# = 62 590	# = 65 718	# = 65 359
Only this school/1 other school	68%	69%	68%	68%
2 other schools/3 other schools	24%	23%	23%	22%
4 other schools or more	7%	7%	7%	7%

Observations

- Among Grade 3 students, 20% indicated that they had attended at least two other schools before their current one.
- Nearly one-third of Grade 6 students indicated that they had attended at least two other schools before their current one.

The following tables provide results from a sample of items from the questionnaires completed by teachers and principals during the 2011 administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions.

Teacher Questionnaire Results—Grade 3

	2007	2008	2009	2010	2011
Teachers who completed the questionnaire	# = 7849	# = 8608	# = 8613	# = 8598	# = 8548
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	60%	64%	63%	83%	80%
To identify areas of strength and areas for improvement in elementary programs	76%	79%	78%	86%	82%
To inform planning of elementary programs	59%	66%	67%	76%	71%
Percentage of teachers who indicated that they used EQAO sample 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	80%	78%
To inform classroom instruction	n/a	n/a	n/a	89%	88%
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for language instruction (reading and writing) this year:*					
Computer software (e.g., for word processing, to do research)	55%	54%	56%	n/a	66%
Library or resource-centre language materials (e.g., print and audiovisual) [†]	82%	83%	83%	n/a	78%
Presentation technology (e.g., interactive white board, LCD projector)	n/a	n/a	n/a	n/a	53%
Language instruction materials that they or other teachers at their school developed [†]	89%	90%	91%	n/a	76%
Language instruction materials that their board or other boards developed [†]	83%	82%	80%	n/a	59%
Language instruction materials that the Ministry of Education developed	n/a	n/a	n/a	n/a	59%
Commercial language instruction materials	n/a	n/a	n/a	n/a	70%

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

† From 2007 to 2009, the response options for these items were “never,” “seldom,” “sometimes” and “often.” The percentages given represent those teachers who answered “sometimes” or “often.” In 2011, the response options changed to “not available,” “never,” “occasionally,” “sometimes” and “frequently.”

n/a: This item was added in 2010 or 2011.

Observations

- In 2011, large percentages of Grade 3 teachers indicated that they had used EQAO resources (data; sample questions and scoring guides) for the various purposes indicated in the table.
- In 2011, among all listed in the table, the three types of resources that Grade 3 teachers most frequently reported using for language instruction were library or resource-centre language materials (e.g., print and audiovisual), commercial instructional materials and materials that they or other teachers in their school had developed.

Teacher Questionnaire Results—Grade 3 (continued)

	2011
Teachers who completed the questionnaire	# = 8548
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)	
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during language-related activities (reading and writing) this year: ^{*†}	
Computer software (e.g., for word processing, to do research)	50%
Tools to help with writing (e.g., dictionary, checklist, graphic organizer)	90%
Internet (e.g., to access information)	49%

	2010	2011
Teachers who completed the questionnaire	# = 8598	# = 8548
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%	89%
Assessment strategies for the class	84%	86%
Instructional strategies for their child	88%	89%
Suggestions for what to do at home to support learning	94%	97%
Suggestions for resources to use at home to support learning	90%	92%
Information about their child’s progress	98%	98%

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

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

‡ The percentages represent 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 “never” and “once.” Between 2 and 3% of respondents did not answer the question.

Observations

- In 2011, half of Grade 3 teachers indicated that they had “frequently” or “sometimes” asked their students to use language-related computer software or the Internet during language-related activities, while nearly all indicated having asked students to use tools such as dictionaries to help with their writing with the same frequency.
- In 2011, 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.

Teacher Questionnaire Results—Grade 6

	2007	2008	2009	2010	2011
Teachers who completed the questionnaire	# = 7341	# = 7289	# = 7237	# = 7206	# = 7311
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	56%	61%	60%	81%	78%
To identify areas of strength and areas for improvement in elementary programs	69%	73%	74%	83%	80%
To inform planning of elementary programs	53%	59%	62%	72%	67%
Percentage of teachers who indicated that they used EQAO sample 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	74%	73%
To inform classroom instruction	n/a	n/a	n/a	85%	82%
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for language instruction (reading and writing) this year: ^{*,†}					
Computer software (e.g., for word processing, to do research)	52%	53%	55%	n/a	84%
Library or resource-centre language materials (e.g., print and audiovisual) [‡]	84%	84%	85%	n/a	76%
Presentation technology (e.g., interactive white board, LCD projector)	n/a	n/a	n/a	n/a	67%
Language instruction materials that they or other teachers at their school developed [‡]	89%	90%	92%	n/a	76%
Language instruction materials that their board or other boards developed [‡]	82%	81%	81%	n/a	57%
Language instruction materials that the Ministry of Education developed	n/a	n/a	n/a	n/a	57%
Commercial language instruction materials	n/a	n/a	n/a	n/a	67%

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

† Only teachers who teach language to their class answered these items (# = 6771).

‡ From 2007 to 2009, the response options for these items were “never,” “seldom,” “sometimes” and “often.” The percentages given represent those teachers who answered “sometimes” or “often.” In 2011, the response options changed to “not available,” “never,” “occasionally,” “sometimes” and “frequently.”

Observations

- In 2011, large percentages of teachers indicated that they had used EQAO resources (data; sample questions and scoring guides) for the various purposes indicated in the table above.
- In 2011, among all listed in the table, the three types of resources that Grade 6 teachers most frequently reported using for language instruction were computer software, library or resource-centre language materials (e.g., print and audiovisual) and materials they or other teachers in their school had developed.

Teacher Questionnaire Results—Grade 6 (continued)

	2011
Teachers who completed the questionnaire	# = 6771
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)	
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during language-related activities (reading and writing) this year: ^{*†‡}	
Computer software (e.g., for word processing, to do research)	79%
Tools to help with writing (e.g., dictionary, checklist, graphic organizer)	92%
Internet (e.g., to access information)	82%

	2010	2011
Teachers who completed the questionnaire	# = 7206	# = 7311
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%	83%
Assessment strategies for the class	80%	83%
Instructional strategies for their child	82%	86%
Suggestions for what to do at home to support learning	89%	91%
Suggestions for resources to use at home to support learning	82%	85%
Information about their child’s progress	97%	97%

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

† Only teachers who teach language to their class answered these items (# = 6771).

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

§ The percentages represent 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 “never” and “once.” Between 2 and 3% of respondents did not answer the question.

Observations

- In 2011, more than three-quarters of all Grade 6 teachers indicated that they “frequently” or “sometimes” asked their students to use a computer (software or the Internet) during language-related activities. Nearly all teachers indicated having asked students to use tools such as dictionaries to help with their writing with the same frequency.
- In 2010 and 2011, 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.

Principal Questionnaire Results Over Time

	2007	2008	2009	2010	2011
Elementary school principals who completed the questionnaire	# = 3468	# = 3471	# = 3478	# = 3466	# = 3446
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	90%	90%	91%	93%	90%
To identify areas of strength and areas for improvement in elementary programs	90%	91%	91%	97%	96%
To guide school improvement initiatives	93%	94%	95%	97%	96%
To identify what resources are needed and to support their acquisition	75%	73%	71%	77%	70%
To support change in teaching practices	86%	88%	88%	90%	87%
To communicate with parents and guardians about student achievement	77%	78%	77%	83%	80%

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

Observations

- Ninety percent or more of principals indicated that they used EQAO data in 2011 to do each of the following:
 - identify how well students were meeting curriculum expectations;
 - identify areas of strength and areas for improvement in elementary programs and
 - guide school improvement initiatives.
- A significantly large percentage of principals indicated having done the other activities in the table.

Principal Questionnaire Results Over Time (continued)

	2010	2011
Elementary school principals who completed the questionnaire	# = 3466	# = 3446
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 reading activities (e.g., book club, school-wide reading period)	79%	75%
Extended writing activities (e.g., writing contest)	55%	50%
Extended speaking activities (e.g., school radio, debate club, play, poetry recital)	64%	58%
Extended mathematics activities (e.g., mathematics club, mathematics competition)	37%	42%
Extended science- and technology-related activities (e.g., science fair)	40%	38%
Other extended learning activities (e.g., chess club, concert, trivia challenge, guest speaker)	55%	81%
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%	29%
Being responsive to the needs of individual parents and guardians (e.g., flexible meeting times)	83%	81%
Keeping all parents and guardians informed about school activities	84%	82%
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%	78%
Show support for teachers’ efforts	89%	89%
Volunteer in classroom activities	74%	71%
Work collaboratively with teachers to ensure that students met learning goals	72%	69%

^{*} 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 2010 and 2011, more than three-quarters of principals reported students in their school having been offered extended reading activities. These percentages were nearly double those reporting having offered mathematics and science-related extended-learning activities. Mathematics and science-related extended-learning activities were the type of activity least reported by principals.
- 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.
- On average, 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.

Achievement Results:

Primary Division

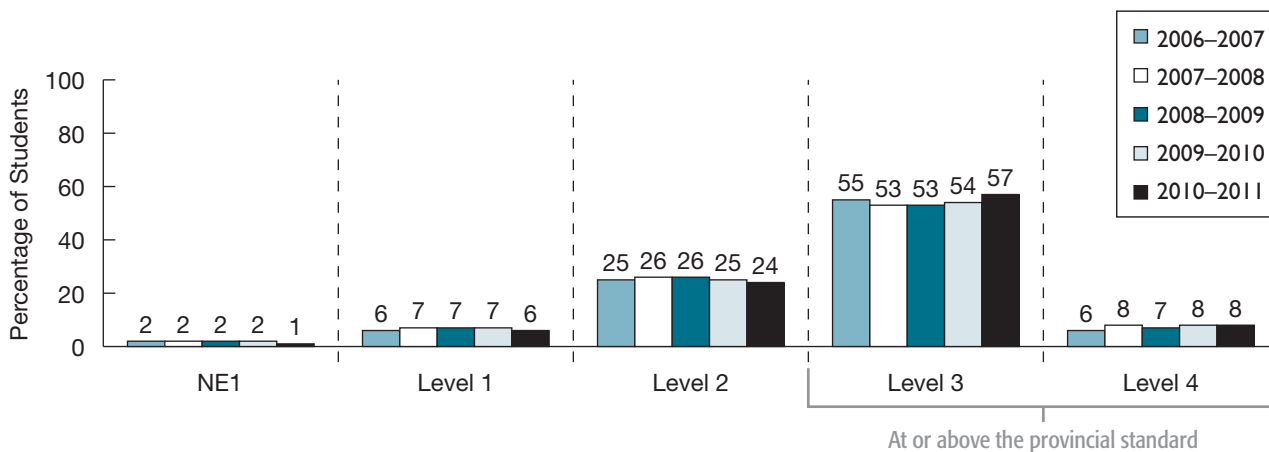
Achievement Results: Primary Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 3 Students Over Time*

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 127 618	# = 125 088	# = 121 787	# = 123 813	# = 119 914
Level 4	6%	8%	7%	8%	8%
Level 3	55%	53%	53%	54%	57%
Level 2	25%	26%	26%	25%	24%
Level 1	6%	7%	7%	7%	6%
NEI†	2%	2%	2%	2%	1%
No Data	1%	1%	1%	1%	1%
Exempt	4%	4%	4%	3%	3%
At or Above the Provincial Standard‡	62%	61%	61%	62%	65%

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



* 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.

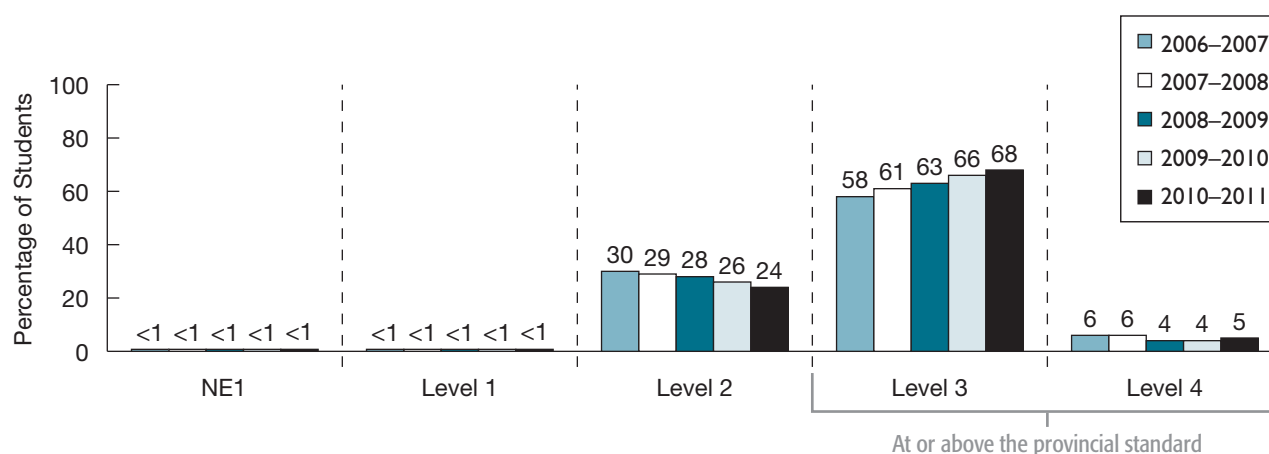
Observation

- Between 2006–2007 and 2009–2010, the percentage of students performing at or above the provincial standard in reading remained relatively stable (at 61% or 62%). In 2010–2011, the percentage increased by three percentage points (to 65%) from the previous year's.

Writing: Results for All Grade 3 Students Over Time*

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 127 618	# = 125 088	# = 121 788	# = 123 800	# = 119 873
Level 4	6%	6%	4%	4%	5%
Level 3	58%	61%	63%	66%	68%
Level 2	30%	29%	28%	26%	24%
Level 1	<1%	<1%	<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‡	64%	66%	68%	70%	73%

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



* 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.

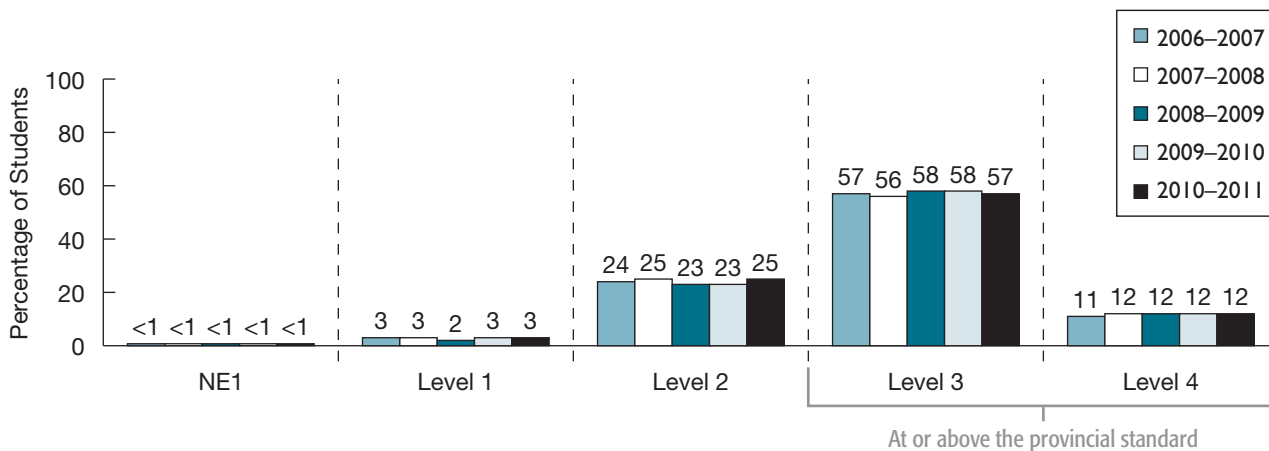
‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Observations

- Over the past five years, the percentage of students at or above the provincial standard in writing has been steadily increasing (a nine-percentage-point increase, from 64% to 73%).
- In 2010–2011, there was an increase of three percentage points in the percentage of students at or above the provincial standard in writing over the previous year's.
- Over the past five years, the percentage of students who achieved a Level 2 decreased by six percentage points, while those who achieved a Level 3 increased by 10 percentage points. The percentage of students at Level 4 remained relatively stable.

Mathematics: Results for All Grade 3 Students Over Time*

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 130 996	# = 128 659	# = 125 464	# = 127 726	# = 124 104
Level 4	11%	12%	12%	12%	12%
Level 3	57%	56%	58%	58%	57%
Level 2	24%	25%	23%	23%	25%
Level 1	3%	3%	2%	3%	3%
NEI†	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	3%	3%	3%	3%	2%
At or Above the Provincial Standard‡	69%	68%	70%	71%	69%

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

* 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.

Observations

Over the past five years,

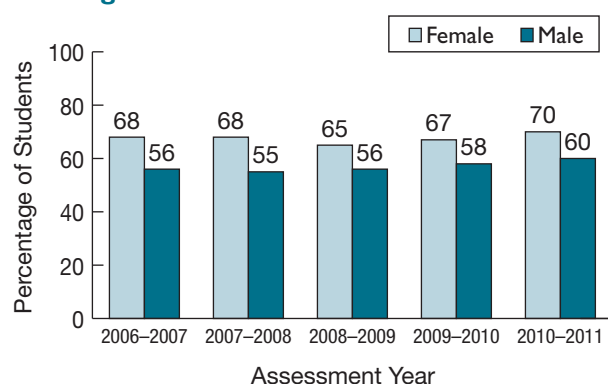
- performance in mathematics has remained relatively stable at about 70%. In 2010–2011, the percentage of students at or above the standard in this subject decreased by two percentage points (to 69%) from the previous year's.
- the percentage of students who achieved a Level 4 has been larger for mathematics (11% or 12%) than for reading (six to eight percent) and writing (four to six percent).

RESULTS BY GENDER

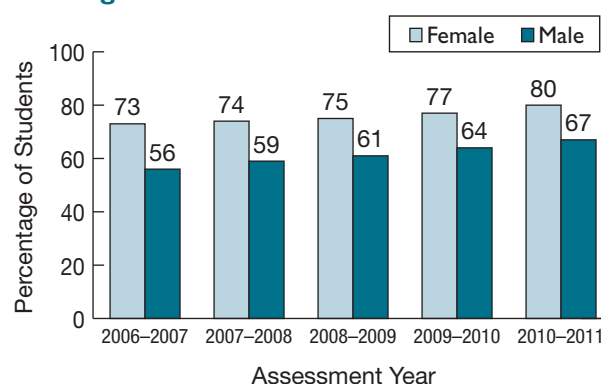
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time*†

	2006–2007				2007–2008				2008–2009				2009–2010				2010–2011			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	61 875	68%	65 728	56%	60 445	68%	64 642	55%	58 888	65%	62 899	56%	60 067	67%	63 745	58%	58 169	70%	61 745	60%
WRITING	61 875	73%	65 728	56%	60 445	74%	64 642	59%	58 889	75%	62 899	61%	60 060	77%	63 739	64%	58 150	80%	61 723	67%
MATHEMATICS	63 821	69%	67 160	68%	62 501	69%	66 157	67%	60 985	72%	64 479	69%	62 307	71%	65 418	71%	60 578	69%	63 526	68%

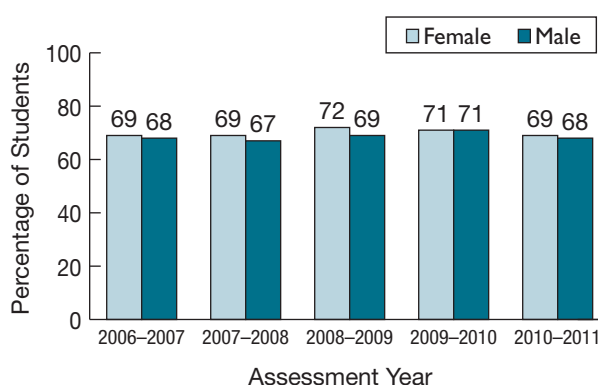
Reading



Writing



Mathematics



* 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.

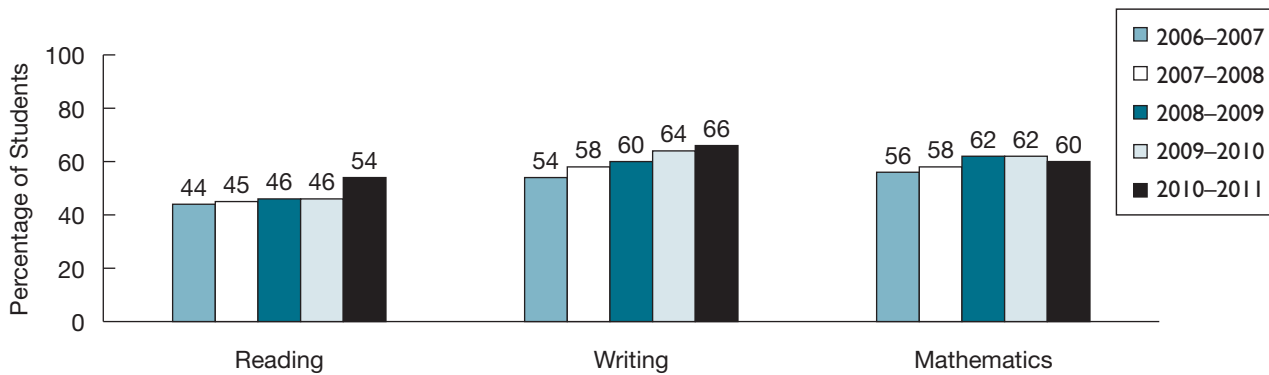
Observations

- Over the past five years, the gender gap has been in favour of female students in reading and writing. Over this period, the gap in writing has decreased from 17 to 13 percentage points, while the gap in reading has varied between nine and 13 percentage points (it was 10 percentage points in 2010–2011); in mathematics, the percentage of female students at or above the standard has been the same as or slightly larger than that of males.
- The percentage of female and male students at or above the standard in reading and in mathematics have varied slightly over the past five years. In writing, the percentage of male students performing at or above the provincial standard has increased by 11 percentage points (to 67%), compared to a seven-percentage-point increase (to 80%) for female students.
- In 2010–2011, a larger percentage of female than male students performed at or above the provincial standard in reading (70% versus 60%) and writing (80% versus 67%). The percentage of female students performing at or above the provincial standard in mathematics (69%) was slightly larger than that of males (68%).

RESULTS BY STUDENT STATUS

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

	2006–2007		2007–2008		2008–2009		2009–2010		2010–2011	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	10 107	44%	9775	45%	11 229	46%	11 921	46%	12 316	54%
WRITING	10 107	54%	9775	58%	11 229	60%	11 922	64%	12 318	66%
MATHEMATICS	10 116	56%	9848	58%	11 278	62%	11 990	62%	12 366	60%



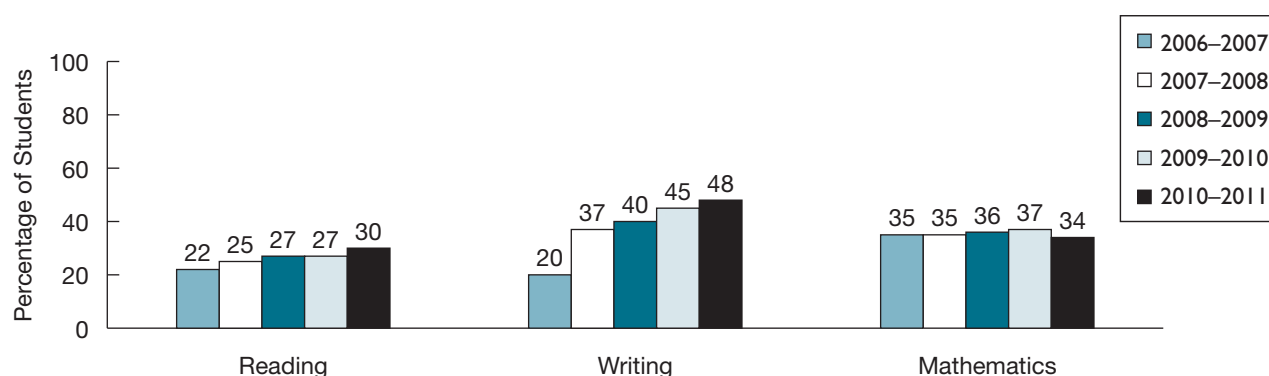
* See the Explanation of Terms.

Observations

- Over the past five years, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased by 10 percentage points in reading, 12 percentage points in writing and four percentage points in mathematics.
- In 2010–2011, the percentage of Grade 3 English language learners performing at or above the provincial standard increased by eight percentage points in reading (to 54%) and by two percentage points in writing (to 66%) over the previous year's; it decreased by two percentage points in mathematics.
- Over the past five years, the improvement in the performance of Grade 3 English language learners exceeded that of the Grade 3 population as a whole in all three subjects.

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

	2006–2007		2007–2008		2008–2009		2009–2010		2010–2011	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	16 501	22%	16 997	25%	18 151	27%	19 234	27%	19 230	30%
WRITING	16 501	20%	16 997	37%	18 151	40%	19 232	45%	19 224	48%
MATHEMATICS	16 572	35%	17 089	35%	18 291	36%	19 338	37%	19 408	34%



* 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 eight percentage points in reading and 28 percentage points in writing.
- In mathematics, from 2007 to 2010, the percentage of students performing at or above the provincial standard increased; in 2010–2011 it decreased by three percentage points from the previous year's.
- In 2010–2011, the percentage of Grade 3 students with special education needs performing at or above the provincial standard increased by three percentage points in reading and writing (to 30% and 48%, respectively) over the previous year's.
- Over the past five years, the improvement in the performance of Grade 3 students with special education needs exceeded that of the Grade 3 population as a whole in reading and in writing.

Achievement Results:

Junior Division

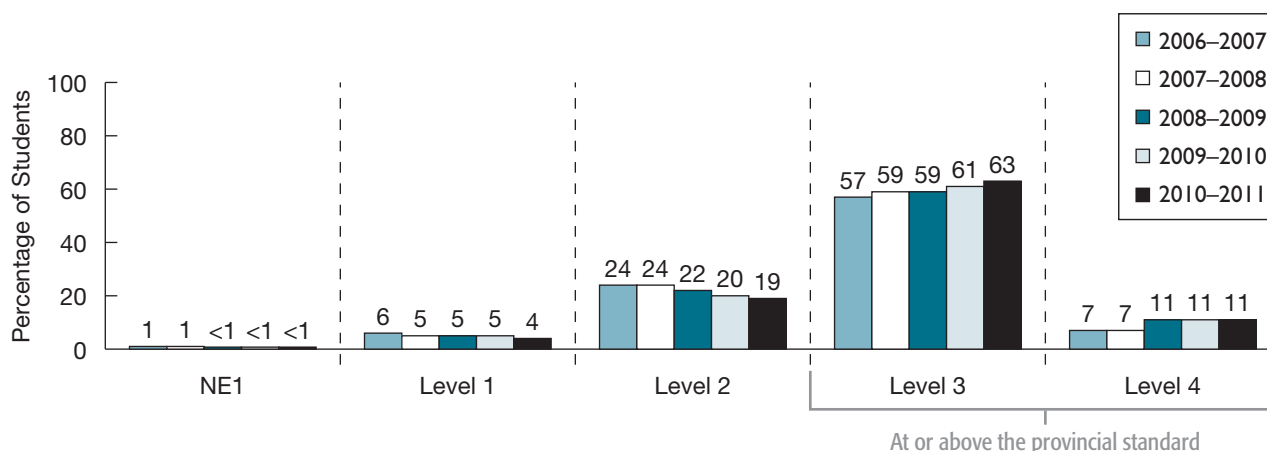
Achievement Results: Junior Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 6 Students Over Time*

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 145 901	# = 140 420	# = 136 069	# = 134 201	# = 132 283
Level 4	7%	7%	11%	11%	11%
Level 3	57%	59%	59%	61%	63%
Level 2	24%	24%	22%	20%	19%
Level 1	6%	5%	5%	5%	4%
NEI†	1%	1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	3%	3%	3%	2%	2%
At or Above the Provincial Standard‡	64%	66%	69%	72%	74%

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



* 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.

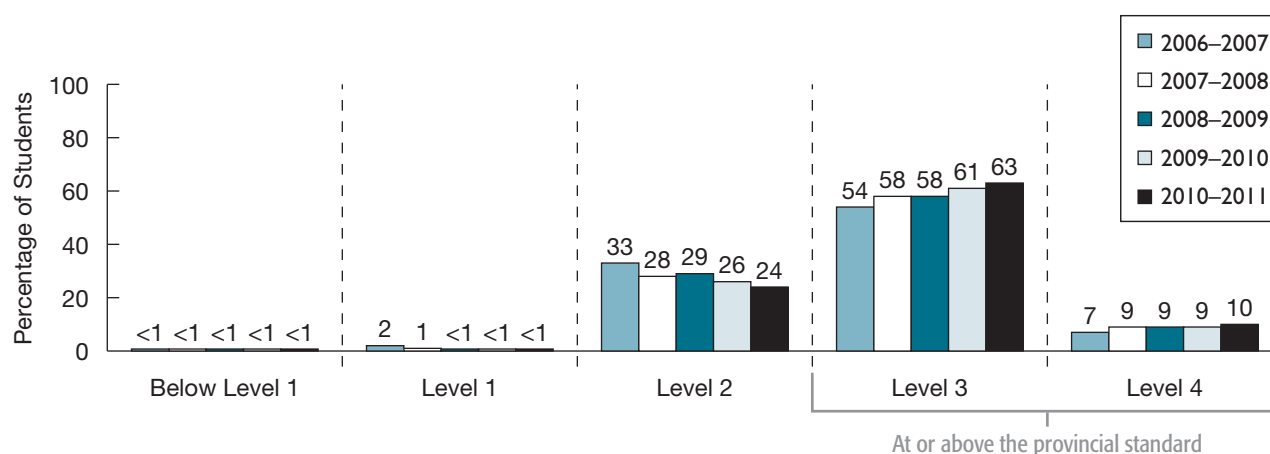
Observations

- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard in reading has been steadily increasing (from 64% to 74%).
- In 2010–2011, the percentage of Grade 6 students performing at or above the provincial standard in reading increased by two percentage points from the previous year's.

Writing: Results for All Grade 6 Students Over Time*

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 145 901	# = 140 420	# = 136 075	# = 134 288	# = 132 266
Level 4	7%	9%	9%	9%	10%
Level 3	54%	58%	58%	61%	63%
Level 2	33%	28%	29%	26%	24%
Level 1	2%	1%	<1%	<1%	<1%
NEI†	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	3%	3%	3%	2%	2%
At or Above the Provincial Standard‡	61%	67%	67%	70%	73%

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



* 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.

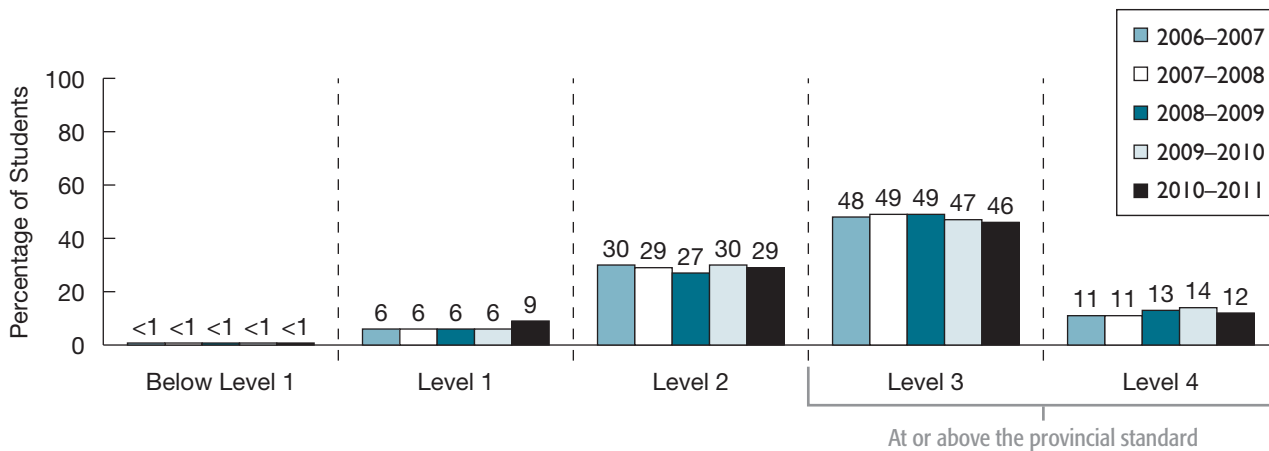
‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Observations

- Over the past five years, the percentage of students at or above the provincial standard in writing has increased by 12 percentage points, from 61% to 73%.
- In 2010–2011, the percentage of Grade 6 students performing at or above the provincial standard in writing increased by three percentage points over the previous year's.

Mathematics: Results for All Grade 6 Students Over Time*

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
	# = 145 901	# = 140 358	# = 136 075	# = 134 241	# = 132 223
Level 4	11%	11%	13%	14%	12%
Level 3	48%	49%	49%	47%	46%
Level 2	30%	29%	27%	30%	29%
Level 1	6%	6%	6%	6%	9%
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‡	59%	61%	63%	61%	58%

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

* 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.

Observation

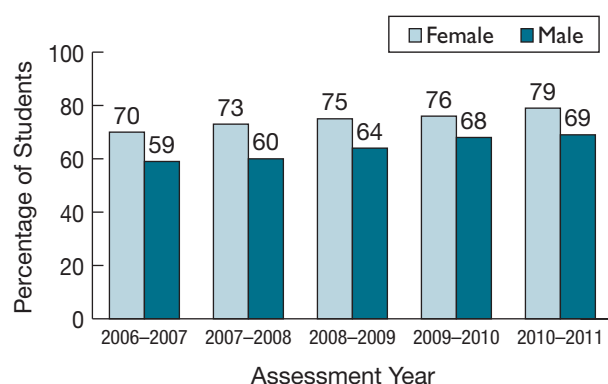
- Performance in mathematics has remained relatively stable over the past five years. There has been a slight decrease in the percentage of students achieving the standard in each of the past two years. In 2010–2011, the percentage of students at or above the standard in this subject decreased by three percentage points (to 58%) from the previous year's.

RESULTS BY GENDER

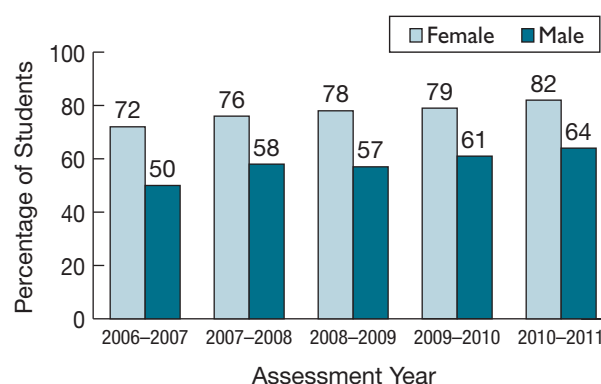
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

	2006–2007				2007–2008				2008–2009				2009–2010				2010–2011			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	70 863	70%	75 036	59%	68 266	73%	72 154	60%	66 270	75%	69 799	64%	65 329	76%	68 851	68%	64 192	79%	68 054	69%
WRITING	70 863	72%	75 036	50%	68 266	76%	72 154	58%	66 275	78%	69 800	57%	65 369	79%	68 898	61%	64 183	82%	68 046	64%
MATHEMATICS	70 863	60%	75 036	58%	68 235	62%	72 123	60%	66 275	64%	69 800	61%	65 342	62%	68 878	59%	64 153	60%	68 033	57%

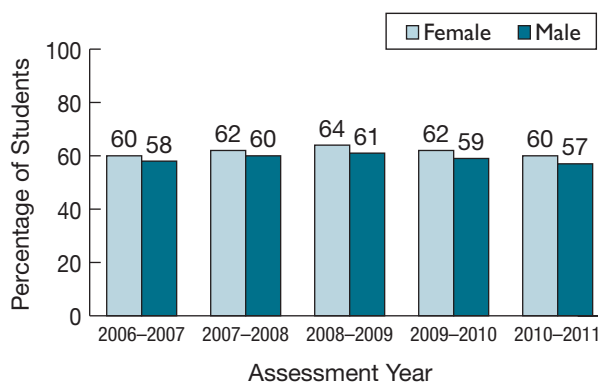
Reading



Writing



Mathematics



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

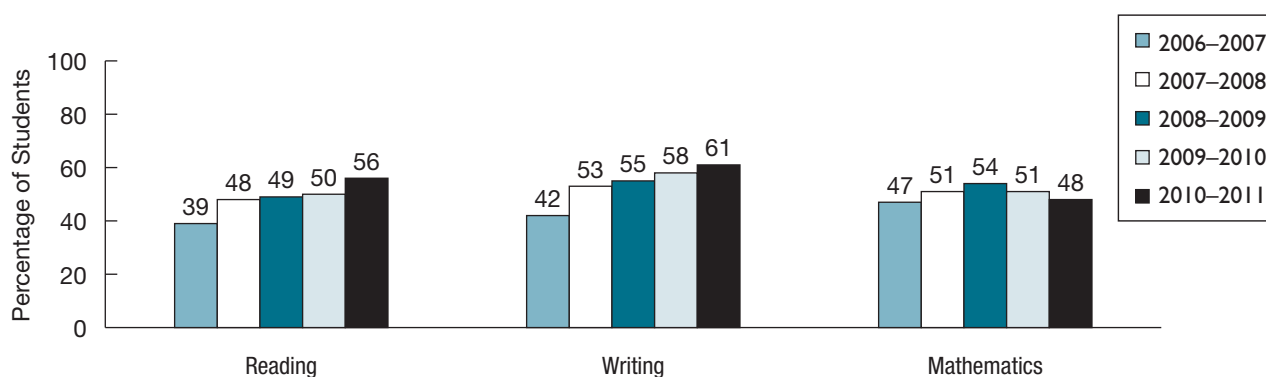
Observations

- Over the past five years,
 - the percentage of male students performing at or above the provincial standard has increased by 10 percentage points in reading and 14 percentage points in writing.
 - the percentage of female students performing at or above the provincial standard has increased by nine percentage points in reading and 10 percentage points in writing.
 - the percentage of male and female students performing at or above the provincial standard in mathematics has remained relatively stable.
- the gender gap in favour of female students has remained relatively consistent and has been particularly pronounced in reading and writing. In writing, the gap has been consistently larger in Grade 6 than in Grade 3.
- In 2010–2011, a larger percentage of female than male Grade 6 students performed at or above the provincial standard in each of reading (79% versus 69%), writing (82% versus 64%) and mathematics (60% versus 57%).

RESULTS BY STUDENT STATUS

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

	2006–2007		2007–2008		2008–2009		2009–2010		2010–2011	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	6630	39%	6639	48%	7538	49%	7773	50%	8159	56%
WRITING	6630	42%	6639	53%	7538	55%	7793	58%	8157	61%
MATHEMATICS	6630	47%	6634	51%	7538	54%	7794	51%	8158	48%



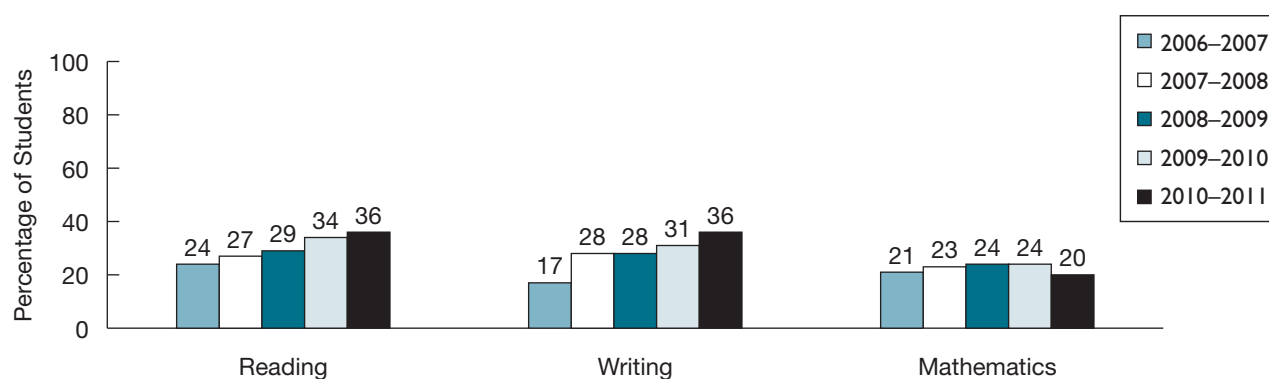
* See the Explanation of Terms.

Observations

- Over the past five years, the percentage of Grade 6 English language learners performing at or above the provincial standard has increased by 17 percentage points in reading and 19 percentage points in writing.
- In mathematics, the percentage of Grade 6 English language learners performing at or above the provincial standard increased between 2006–2007 and 2008–2009; it has decreased in each of the last two years by three percentage points (from 54% to 51% and to 48%).
- In 2010–2011, the percentage of Grade 6 English language learners performing at or above the provincial standard increased by six percentage points in reading (to 56%) and three percentage points in writing (to 61%) over the previous year's.
- Over the past five years, the improvement in the performance of Grade 6 English language learners exceeded that of the Grade 6 population as a whole in all three subjects.

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

	2006–2007		2007–2008		2008–2009		2009–2010		2010–2011	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	24 633	24%	24 146	27%	24 319	29%	24 813	34%	25 052	36%
WRITING	24 633	17%	24 146	28%	24 325	28%	24 827	31%	25 050	36%
MATHEMATICS	24 633	21%	24 136	23%	24 325	24%	24 812	24%	25 053	20%



* 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 and 19 percentage points in writing. In mathematics, it increased between 2006–2007 and 2009–2010, but it decreased by four percentage points from last year.
- In 2010–2011, the percentage of Grade 6 students with special education needs performing at or above the provincial standard increased by two percentage points in reading (to 36%) and five percentage points in writing (to 36%) over the previous year's.
- Over the past five years, the improvement in the writing performance of Grade 6 students with special education needs exceeded that of the Grade 6 population as a whole.

Summary of Findings: Primary and Junior Divisions

Assessment of Reading, Writing and Mathematics, Primary Division

- In 2010–2011, the percentage of students performing at or above the provincial standard in reading increased by three percentage points (to 65%), after having remained stable in the four previous years.
- Over the past five years, the percentage of students at or above the provincial standard in writing has been steadily increasing (it has increased from 64% to 73%).
- Over the past five years, performance in mathematics has remained relatively stable at about 70%. In 2010–2011, the percentage of students at or above the standard in this subject decreased by two percentage points (to 69%) from the previous year's.
- Over the past five years, the gender gap has been in favour of female students in reading and writing; in mathematics, the percentage of female students at or above the standard has been the same as or slightly larger than that of males.
- In 2010–2011, a larger percentage of female than male students performed at or above the provincial standard in reading (70% versus 60%) and writing (80% versus 67%). The percentage of female students performing at or above the provincial standard in mathematics (69%) was slightly larger than that of males (68%).
- Over the past five years, the percentage of English language learners performing at or above the provincial standard has increased by 10 percentage points in reading (to 54%), 12 percentage points in writing (to 66%) and four percentage points in mathematics (to 60%).
- Over the past five years, the improvement in the performance of Grade 3 English language learners exceeded that of the Grade 3 population as a whole in all three subjects.
- Over the past five years, the percentage of students with special education needs performing at or above the provincial standard has increased by eight percentage points in reading (to 30%) and 28 percentage points in writing (to 48%).
- In mathematics, from 2007 to 2010, the percentage of students with special education needs performing at or above the provincial standard increased; in 2010–2011, it decreased by three percentage points (to 34 %) from the previous year's.
- In 2010–2011, the percentage of Grade 3 students with special education needs performing at or above the provincial standard increased by three percentage points in reading and writing.
- Over the past five years, the improvement in the performance of Grade 3 students with special education needs exceeded that of the Grade 3 population as a whole in reading and in writing.
- Over the past five years, on the questionnaire, a larger percentage of female than male students have responded "most of the time" to each of the following statements: "I like to read," "I am a good reader," "I like to write" and "I am a good writer." The difference between the genders is larger for the items "I like to read" and "I like to write."

Assessment of Reading, Writing and Mathematics, Junior Division

- Over the past five years,
 - the percentage of students performing at or above the provincial standard in reading has been steadily increasing (it has increased from 64% to 74%).
 - the percentage of students at or above the provincial standard in writing has increased by 12 percentage points, from 61% to 73%.
 - performance in mathematics has remained relatively stable. There has been a slight decrease in the percentage of students achieving the standard in each of the past two years; in 2010–2011, it decreased by three percentage points (to 58%) from the previous year's.
- In 2010–2011, a larger percentage of female than male Grade 6 students performed at or above the provincial standard in each of reading (79% versus 69%), writing (82% versus 64%) and mathematics (60% versus 57%).
- 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. In writing, the gap has been consistently larger in Grade 6 than in Grade 3.
- Over the past five years, the percentage of English language learners performing at or above the provincial standard has increased by 17 percentage points in reading (to 56%) and 19 percentage points in writing (to 61%).

- In mathematics, the percentage of English language learners performing at or above the provincial standard increased between 2007 and 2009; it has decreased in each of the last two years by three percentage points (from 54% to 51% and to 48%).
- Over the past five years, the improvement in the performance of Grade 6 English language learners exceeded that of the Grade 6 population as a whole in all three subjects.
- Over the past five years, the percentage of students with special education needs performing at or above the provincial standard has increased by 12 percentage points in reading (to 36%) and 19 percentage points in writing (to 36%). In mathematics, it increased between 2007 and 2010, but it decreased in 2010–2011 by four percentage points (to 20%) from the previous year.
- Over the past five years, the improvement in the writing performance of Grade 6 students with special education needs exceeded that of the Grade 6 population as a whole.
- Over the past five years, on the questionnaire, a larger percentage of female than male students have responded “most of the time” to each of the following statements: “I like to read,” “I am a good reader,” “I like to write” and “I am a good writer.” The difference between the genders is largest for the items “I like to read” and “I like to write.”

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 an absence of medical nature or other.

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 Teachers

STRATEGIES FOR TEACHERS: 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 2010–2011 Assessment of Reading, Writing and Mathematics, Primary Division, as well as on those of the previous four school years (2006–2007 to 2009–2010), and on feedback from teachers who scored the 2010–2011 assessment.

The released 2010–2011 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.

READING

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 each of the three reading skills. Overall, as in past years, students performed better on multiple-choice than on open-response questions when demonstrating their reading comprehension. Students performed best on the open-response question measuring Reading Skill 1 (understanding explicitly stated information and ideas). 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). Over several years, scorers have continued to make two observations about performance on open-response questions. First, a Code 30 or 40 demonstrated reading comprehension by using key words from the question, answering all aspects of the question, providing specific information from the text and explaining its relevance. Additionally, scorers have noted mixed results with the use of formulas to organize and develop answers. Formula components that prompt students to use words from the question and respond to it by providing support from the text are helpful. Formula components that prompt students to extend their understanding of a text are more problematic. Answers earning Code 30 or 40 make connections to the text, rather than extending away from it, or giving irrelevant information.	Share learning goals and co-construct success criteria (e.g., similar to those in EQAO's scoring guides for reading responses) with students at the outset of learning. Collaborate with teachers to deconstruct the scoring rubrics and anchors for Level 30 and 40 responses on the EQAO Web site and share ideas for descriptive feedback. Use this information to provide precise guidance to students about what they are doing well, what needs improvement, what steps they can take to improve their level of understanding and the support from the text that is required to score a Code 30 or 40. Continue to model how to ask questions of text, how to make inferences and how to give evidence from text. Demonstrate how students use their own ideas by thinking about the content of the text and by giving an answer to the question. Have students practise going back to the text to find relevant examples and evidence that supports or proves their answer. Encourage students to reread questions carefully and focus on 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) and provide practice responding to each question type. To help them achieve deeper understanding, teach students how to make connections as they read. Model

Primary Division: Reading	Observations	Strategies for Improvement
Reading Skills (continued)		and provide think-alouds that show how to make relevant connections by accessing prior knowledge about a subject that helps the student understand and respond to the text. Show students how to use their prior knowledge to answer questions such as “What do I know about what a ‘perfect day’ would be and how is this evident in the text?” (Section A: Q. 5) and “What is an ‘active, living community’ and how is this evident in the text?” (Section B: Q.19).
Overall Reading Expectations from the Curriculum	As in the past few years, 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) and on 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).	Engage students in deep thinking to construct meaning in order to develop the skills required by Overall Reading Expectation 1. Engage students in meaningful conversations about texts to support the development of higher-order thinking skills. Use probes and follow-ups like “How do you know?” “Why?” “Can you explain your thinking further?” “What other way might there be to think about this?” to encourage students to “unpack their thinking” and describe how they have arrived at a particular answer. Co-construct charts to have students document their thinking process. Continue to provide opportunities for vocabulary development by having students use context clues and make inferences about unfamiliar vocabulary as it occurs in texts in all subject areas. In shared reading, explore the denotations (literal meanings) and connotations (implied meanings) of words. Reflect on the connections between the explicit and implied meanings of words and how doing so helps readers make inferences. Provide students with multiple opportunities to practise the skills required by Overall Reading Expectation 2 and the associated specific expectations (e.g., text types, text forms, text features) and give students opportunities to explain how these relate to the meaning of the 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.

Primary Division: Reading	Observations	Strategies for Improvement
Text Types	Students performed best on questions relating to the short narrative (“Snowshoe Adventure”) and the long narrative (“Museum Detectives”). Students had the most difficulty with questions relating to the poem (“Bad Mood Blues”) and the graphic text (“Animal Exercises”).	Use different types of texts on the same topic to illustrate how the forms, features and stylistic elements of fiction and informational texts differ. Choose non-fiction texts that require background knowledge from a variety of curriculum areas, so students need to activate prior knowledge to understand vocabulary and make connections and inferences. During shared reading, examine graphic features in information texts (diagrams, pictures, charts). Have students practise reading the different components and explain how these components communicate meaning. Provide students with opportunities to practise writing simple graphic texts. Help students recognize organizational patterns and explain how these patterns help readers understand the text. Have students practise identifying the main idea and additional elements of texts. Use shared reading and new media (e.g., hyperlinks, digital poems) to engage students in poetry. Have students collect and exchange favourite poems that lend themselves to making judgments and drawing conclusions.
Gender	For all reading selections, female students continued to outperform male students on multiple-choice and open-response questions, although the difference in their performance was not very large. The smallest gap occurred on questions relating to the information text (“Underwater Apartment”). The largest gap occurred on questions relating to the graphic text (“Animal Exercises”).	Continue to help male students develop their literacy skills in all subject areas by explicitly teaching the processes that effective readers use. Teach all students to use reciprocal teaching to focus on the important components of the reading process and to monitor their reading. Model how to add relevant details when responding to questions. 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

Primary Division: Reading	Observations	Strategies for Improvement
Gender (continued)		the school culture. Review recent Ministry “ Support for Boys’ Literacy ” resources for strategies that improve the literacy skills of males.
English Language Learners	The pattern of relative strengths for English language learners was similar to that of the general population on questions measuring all three reading skills and Overall Reading Expectations 1 and 2. However, as in the past two years, English language learners have experienced greater difficulty with questions measuring Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently). The largest gap between them and the general population was also on questions measuring this expectation. They performed similarly to the general population on all text types, with highest scores on the narratives (“Snowshoe Adventure” and “Museum Detectives”) and lowest scores on the poem (“Bad Mood Blues”) and graphic text (“Animal Exercises”).	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 text forms and features help communicate meaning. Continue to incorporate visual tools (e.g., visual anchor charts) 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. Encourage students to read and write in their own language.
Students with Special Education Needs (Excluding Gifted)	As in previous years, students with special education needs did not perform as well as the general population, although their pattern of relative strengths was similar to that of the general population. The largest gap between students with special education needs and the general population was on Overall Expectation 3. Students with special education needs performed best on questions relating to the short narrative text (“Snowshoe Adventure”). They had more difficulty on questions relating to the poem (“Bad Mood Blues”) and the graphic (“Animal Exercises”) and information (“Underwater Apartment”) texts.	Continue to encourage students with special education needs to use assistive technologies for idea generation, organization and completion of writing tasks whenever possible. Use a tiered approach to teaching the strategies of reading comprehension, along with precise and intensive instruction. Differentiate instruction to optimize student reading comprehension through, for example, focused lessons in small groups, graphic organizers and guided practice.

WRITING

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

Conventions—use of spelling, grammar, punctuation

Observations, Strategies and Resources

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. For topic development, students continue to perform better on multiple-choice questions than on short- and long-writing tasks. This year, they performed better on the long-writing task than on the short-writing tasks. Students performed about the same on both short-writing tasks. For conventions, students performed equally well on the short- and long-writing tasks. Scorers reported that written work that used effective opening and/or concluding sentences and that linked ideas in a logical order usually received a Code 30 or 40. For example, on the long-writing task, when asked to write about where a missing school bag has gone and what it does (“Backpack Adventure”), students who only listed the places where the backpack went or where the characters looked for it received a lower score. Those who provided relevant and specific supporting details generally received higher scores.	Share EQAO rubrics and anchors with students to help them understand their learning goals and success criteria. Gather evidence of student needs by observing and assessing students. Then provide whole-class mini-lessons on a specific skill or topic, followed by guided practice to apply learning. Use a personalized conference to provide criterion-based and reader-based feedback while students are in the process of writing drafts, so they can try out the suggestions. Increase opportunities for students to explore their interests, lives and world beyond the classroom through non-fiction writing. Model how to express an idea and then support it with specific details, and have students work in small groups, keeping in mind their writing’s purpose (e.g., to explain, persuade, describe or inform) and the audience it is addressing. Have the students share their work and discuss what makes it effective. Model careful reading of the EQAO writing prompts to identify the topic, written form, purpose and audience the prompts specify. Provide opportunities for students to become familiar with the vocabulary of the assessment booklets on the EQAO Web site, so they gain confidence in their ability to write the assessment. Continue to provide opportunities for students to develop endurance for longer writing tasks, and include opportunities to practise responding to on-demand writing prompts.

Primary Division: Writing	Observations	Strategies for Improvement
Overall Writing Expectations from the Curriculum	Overall, students performed well on questions measuring Overall Writing Expectation 3 (apply knowledge of language conventions and present written work effectively). Students performed equally well on Overall Writing Expectation 1 (develop and organize content) and Overall Writing Expectation 2 (use knowledge of form and style).	As part of a networked learning community, use teacher moderation, so that all teachers use consistent criteria. 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. Continue to introduce students to the written text forms required by the curriculum and model how to organize writing in each form. Explicitly share, discuss and chart mentor texts (models of good writing). Prompt students to incorporate the various elements of writing into their written work, with a particular focus on ideas and organization. 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. 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 formulaic responses.
Gender	As in previous years, female students outperformed male students on all multiple-choice writing questions and short- and long-writing tasks. The gap in favour of girls for topic development for both short- and long-writing tasks has slightly decreased in the past four years. Each group's overall performance on the long-writing task has improved since 2008–2009.	Connect writing in multiple subject areas through the use of an engaging integrated curriculum. Use music and art to generate ideas for writing. Encourage students to interpret what they are hearing and seeing in words and phrases that will help convey their meaning as specifically as possible. 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. Provide students with opportunities to learn how writing can be organized by giving them phrases and sentences to sort and arrange into longer texts. Schedule peer feedback so male students have an opportunity to exchange their draft writing and discuss it with a peer. Encourage the peers to use the “two stars and a wish framework” for their feedback. 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.

Primary Division: Writing	Observations	Strategies for Improvement
Gender (continued)		Tackle unfamiliar vocabulary by focusing on root words, synonyms and antonyms. During shared reading of a text that contains descriptive language, discuss and chart “powerful words.” Continue to use classroom practices proven by teacher inquiry projects to improve boys’ literacy achievement, such as social interaction before writing.
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 on both the long- and the short-writing tasks. Similarly, English language learners performed 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 continued to increase over the past five years, and the gap between their results and those of the general population has decreased. More specifically, for topic development in the long-writing task, performance has improved significantly since 2008. For use of conventions, performance on the long-writing task has also improved slightly over time. The gap between English language learners and the general population for use of conventions on short- and long-writing tasks has been minimal between 2008 and 2011. Similarly to the general population, on the use of conventions, English language learners performed better on the short- and long-writing tasks than on multiple-choice questions.	Actively involve English language learners in learning about how words work. 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. Share examples of descriptive paragraphs so students see how they are organized. Give students sentences and ask them to arrange the sentences into groups comprising an idea and supporting details. Have students write group stories by working together to organize their ideas and then contributing sentences individually.

Primary Division: Writing	Observations	Strategies for Improvement
Students with Special Education Needs (Excluding Gifted)	Although the percentage of students with special education needs performing at or above the provincial standard in writing has increased over the past five years, these students have not performed as well as the general population. Their pattern of relative strengths and weaknesses continues to be similar to that of the general population. As was true for the general population, students with special education needs performed better on multiple-choice questions measuring Writing Skill 1 and Writing Skill 2 than on questions measuring Writing Skill 3. Their results on all three skills were lower than those of the general population. Their overall performance in topic development on the long-writing task has improved significantly between 2009 and 2011. As was true for the general population, students with special education needs performed better on the long-writing task than on the short-writing tasks for topic development. Also, they performed better on the use of conventions than on topic development on both the short- and the long-writing tasks.	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, the use of graphic organizers, guided practice and focused lessons in small groups. Use a writer's workshop approach so students write with support. Through Universal Design for Learning, provide multiple and flexible methods of presentation to give students with diverse learning styles various ways of acquiring information and knowledge and alternatives for demonstrating what they have learned. Use word sorts in the whole group and with small groups of students. Engage in word study games using an interactive whiteboard. Follow this with a cloze activity, in which students insert words from a list into given sentences. 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.

MATHEMATICS

Through a combination of multiple-choice and open-response questions based on the *Ontario Curriculum* expectations from the strands Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, and Data Management and Probability, the primary-division EQAO assessment focuses on the following cognitive skills:

Knowledge and Understanding—facility with subject-specific content (knowledge) and comprehension of its meaning and significance (understanding)

Application—ability to select the appropriate “tool” or get the necessary information and apply it effectively to solve the problem

Thinking—ability to select and sequence a variety of tools to solve a problem and demonstrate a critical-thinking process

Observations, Strategies and Resources

Primary Division: Mathematics	Observations	Strategies for Improvement
Number Sense and Numeration	As in 2010, students performed best on questions from this strand. Scorers of the open-response question that required students to add and subtract three-digit numbers noted that many students solved the first part of the problem but did not complete the solution.	Provide students with the opportunity to solve multi-step problems and check the reasonableness of their answers. Model complete solution processes. Continue to teach mental math strategies.
Measurement	Students struggled with the questions requiring them to measure an area on a grid using full and half grid squares.	Continue to reinforce the difference between perimeter and area by teaching them simultaneously. Provide opportunities for students to identify the area of a shape on grid paper when part of the shape is made up of half grid squares.
Geometry and Spatial Sense	In 2011, students performed least well on questions from this and the Data Management and Probability strand. Scorers of the open-response question that required students to identify and compare parallelograms noted that students struggled to use geometric properties in their explanations. Scorers of the open-response question that required students to describe movement from one location to another using a grid map noted that some students drew paths through boxes rather than along the gridlines, as specified in the instructions.	Continue to promote written communications and model the use of geometric language. Provide students with the opportunity to engage in dialogue with each other and evaluate solutions involving shapes and their properties. Provide opportunities for students to describe movement along gridlines.
Patterning and Algebra	Scorers of the open-response question that required students to solve a problem by extending a growing pattern noted that students who were successful organized their work using tables, T-charts or number lines.	Provide opportunities for students to skip count from numbers other than zero.

Primary Division: Mathematics	Observations	Strategies for Improvement
Data Management and Probability	In 2011, students performed least well on questions from this and the Geometry and Spatial Sense strand. Scorers of the open-response question that required students to solve a problem by reading and interpreting data displayed on a bar graph noted that most students could successfully label a scale and read data on the graph.	Continue to provide students with opportunities to investigate the relationship between equally likely outcomes and fairness in a game.
Cognitive Skill	Students performed equally well on questions mapped to the cognitive skills Knowledge and Understanding and Application and least well on those mapped to the cognitive skill Thinking. Students continued to have difficulty with multi-step problems.	Introduce concepts and procedures through problem-solving. Employ interactive classroom strategies (e.g., Bansho, shared mathematics) to engage all students as problem solvers. Reinforce prior mathematical knowledge when introducing new concepts and procedures. Model the appropriate use of concrete materials and manipulatives to visualize concepts and solve problems, and provide these resources for students to use regularly. Continue to model appropriate problem-solving strategies and use the appropriate tools (e.g., graphic organizers). See the Four-Step Problem-Solving Model. Model when it is appropriate to use a diagram, an explanation or calculations to solve a problem, as all three are not always required in a solution. Provide calculators to enable students to investigate when solving problems and to check the reasonableness of answer choices.
Students with Special Education Needs (Excluding Gifted)	Students with special education needs continued 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 student's regular program.

Primary Division: Mathematics	Observations	Strategies for Improvement
English Language Learners	Overall, English language learners' performance was slightly below the general population's in all cognitive skills, question types and strands. The achievement trends for English language learners are the same as those for the general population for all strands, cognitive skills and question types.	Continue to provide opportunities for interactive problem solving and discussion of a variety of solutions. Emphasize mathematical terminology while teaching concepts.
Gender	Overall, in 2011, male and female students performed equally well on multiple-choice and open-response questions across all strands and skills.	Provide collaborative learning opportunities in clusters or pairs, using different strategies (e.g., think-pair-share). Be aware of gender differences when planning inclusive instruction.

Primary Division: Reading and 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.

Main resources

Literacy and Numeracy Secretariat. *Literacy Series: Module 1. Comprehending in action: Inferring* [PowerPoint presentation]. Available at <http://resources.curriculum.org/LNS/coaching/profresources.shtml#literacy>

- Higher-order thinking
- Making inferences

Literacy and Numeracy Secretariat. (2007, May). *What Works? Research into Practice: Secretariat Special Edition 1. Learning blocks for literacy and numeracy*. Available at http://resources.curriculum.org/LNS/coaching/files/pdf/WhatWorks_May07.pdf

- Differentiating
- Making inferences

Literacy and Numeracy Secretariat. (2010, September). *What works? Research into Practice: Research Monograph 27. Word study instruction: Enhancing reading comprehension*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Word_Study.pdf

- Connotation
- Denotation
- Powerful words
- Word study

Literacy and Numeracy Secretariat. (2010, October). *What works? Research into Practice: Research Monograph 29. Improving student writing: Using feedback as a tool*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Improving_Student_Writing.pdf

- Conferences
- Criterion-based and reader-based feedback
- Peer feedback
- “Two stars and a wish” framework

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

- Graphic features in information texts: Sample lesson 4, pages 115–132
- Graphic organizers: Chapter 10
- Higher-order thinking skills: pages 8.14–8.15
- Levelled texts: page 6.5 (R)
- Text features: pages 5.26–5.31
- Text types: pages 1.20–1.21
- Think-alouds: pages 4 to 6
- Vocabulary development: pages 3.29 (“Go Charts for Picture Walk”) and 8.11–8.13

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

- Effective beginnings: pages 5.6–5.8
- Elements of writing: pages 1.14–1.20 and appendices
- Graphic organizers: appendices
- Ideas: throughout
- Mini lessons: throughout
- Organization: throughout
- Revising and editing checklists: Appendix 6–4: Independent writing, revising and editing checklist.
- Revision: pages 1.8, 1.13, Appendices 6–4, 6–7
- Writer’s workshop: throughout

Primary Division: Reading and Writing

List of Resources (continued)

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: page 88
- Locating information: pages 32–39 (Sample Lesson 2.1: Identifying the main idea and the author's purpose)
- Shared-, guided- and independent-reading texts: pages 60–85

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

- Graphic writing: page 51
- Graphic organizers: page 50
- Poetry: pages 111–114
- Conferencing: pages 25–27
- Mentor texts: page 42
- Revision: pages 39–42
- Text forms: pages 11–13

Other resources

Assistive technologies

- 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

- 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

Context clues

- 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

Deep thinking

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

Descriptive feedback

- Literacy and Numeracy Secretariat. (2010, October 15). *Developing inquiring minds: Teachers demonstrate effective descriptive feedback* [Webcasts]. Available at <http://resources.curriculum.org/secretariat/inquiring/feedback.shtml>
- Ministry of Education of Ontario. Descriptive feedback. AER GAINS: <http://www.edugains.ca/newsite/aer2/aervideo/descriptivefeedback.html>
- Ministry of Education of Ontario. Descriptive feedback. Viewing guide for assessment for learning video series: <http://www.edugains.ca/resourcesAER/VideoLibrary/Feedback/ViewingGuideFeedbackAFLVideoSeries.pdf>

Differentiated instruction

- 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://resources.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://resources.curriculum.org/secretariat/september28.shtml>

Primary Division: Reading and Writing

List of Resources (continued)

English language learners

- 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://resources.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

Gathering evidence

- 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

- 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

- Literacy and Numeracy Secretariat. (2007). *Literacy Series: Module 3. Comprehending in Action: Connecting reading and writing for higher-order thinking* [PowerPoint presentation]. Available at <http://resources.curriculum.org/LNS/coaching/profresources.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>

Instructional supports

- 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

Integrated curriculum

- Literacy and Numeracy Secretariat. (2010, September). *Capacity Building Series: Secretariat Special Edition 14. Integrated learning in the classroom*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_integrated_learning.pdf

Learning goals

- Ministry of Education of Ontario. *Learning goals and success criteria video library*: <http://www.edugains.ca/newsite/aer2/aervideo/learninggoals.html>

Making inferences

- Literacy and Numeracy Secretariat. (2007, May). *What Works? Research into Practice: Secretariat Special Edition 1. Learning blocks for literacy and numeracy*. Available at http://resources.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://resources.curriculum.org/LNS/coaching/profresources.shtml#literacy>

Male students

- 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: <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://resources.curriculum.org/secretariat/engaging/index.shtml>

Primary Division: Reading and Writing

List of Resources (continued)

- 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: <http://edugains.ca/newsite/literacy2/supportsboyliteracy.html>

Meaningful conversations

- Literacy and Numeracy Secretariat. (2011, April). *Capacity Building Series: Secretariat Special Edition 18. Grand conversations in primary classroom.* Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Grand_Conversations.pdf

Mentor texts

- 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>

Non-fiction

- 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://resources.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

Networked learning communities

- 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://resources.curriculum.org/secretariat/criticalpathways/files/TLCPKatzEarl.pdf>

Organizational patterns

- 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://resources.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf>

Poetry

- 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

Purposeful and accountable talk

- pages 76–94 of Ministry of Education of Ontario. (2006). Chapter 3: Principles of effective literacy instruction. *A guide to effective literacy instruction, Grades 4 to 6: Volume 1.* Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_1_Pt2_Junior_Learner.pdf

Questions

- Ministry of Education of Ontario. Questioning video library: <http://www.edugains.ca/newsite/aer2/aervideo/questioning.html>

Reciprocal teaching

- Literacy and Numeracy Secretariat. (2009, January 30). Teaching for understanding: Summarization. *Webcasts for Educators.* Available at <http://resources.curriculum.org/secretariat/january30TU.shtml>

Primary Division: Reading and Writing

List of Resources (continued)

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

Shared reading

- 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>

Storytelling

- 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/VWV_Storytelling.pdf

Students with special education needs

- 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

- 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>
- Ministry of Education of Ontario. AER GAINS resources to support Growing Success: <http://www.edugains.ca/newsite/aer2/index.html>

Teacher inquiry projects

- 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. (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

- 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://resources.curriculum.org/secretariat/september10.shtml>

Teaching-learning critical pathways

- 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 forms

- 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>

Tiered approach

- Pages 13–14, 23–24, Appendix C. Ministry of Education of Ontario. *Learning for all* [June 2009 Draft]. Available at http://www.ontariodirectors.ca/L4All/L4A_en_downloads/LearningforAll%20K-12%20draft%20J.pdf

Primary Division: Reading and Writing

List of Resources (continued)

Towards an understanding of gender differences in literacy achievement

- 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

- 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/WWV_science_literacy.pdf

Universal Design for Learning

- Pages 13–14, 23–24, Appendix C. Ministry of Education of Ontario. *Learning for all* [June 2009 Draft]. Available at http://www.ontariodirectors.ca/L4All/L4A_en_downloads/LearningforAll%20K-12%20draft%20J.pdf

Visual anchor charts

- 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>

Word sorts

- Literacy and Numeracy Secretariat. (2010, October 29). *Precision teaching in the primary classroom: Word sort, inference game, learning centres, writing, guided reading, student self-assessment* [Webcast]. Available at <http://resources.curriculum.org/secretariat/precision/index.shtml>

Word study

- Literacy and Numeracy Secretariat. (2010). *Word study in action. Webcasts for Educators*. Available at <http://resources.curriculum.org/secretariat/wordstudy/files/WordStudyGuide.pdf>
- Literacy and Numeracy Secretariat. (2010, September). *What works? Research into Practice: Research Monograph 27. Word study instruction: Enhancing reading comprehension*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WWV_Word_Study.pdf

Writing frames

- 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>

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.

Resources

Bansho

- Literacy and Numeracy Secretariat. (2011, February). *Capacity Building Series: Secretariat Special Edition 17. Bansho* (board writing). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_bansho.pdf

Concrete materials

- pages 19–24 of Ministry of Education of Ontario. (2003). *Early math strategy: The report of the expert panel on early math in Ontario*. Available at <http://www.edu.gov.on.ca/eng/document/reports/math/index.html>

Differentiated instruction

- 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/index.html>
- Literacy and Numeracy Secretariat. (2008, May 28). Differentiating mathematics instruction. Webcasts for Educators. Available at <http://www.curriculum.org/secretariat/may28.shtm>

English language learners

- Ministry of Education of Ontario. (2005). *Many roots, many voices: Supporting English language learners in every classroom*. Available at www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf

Four-Step Problem-Solving Model

- pages 36–38 of Ministry of Education of Ontario. (2006). *A guide to effective instruction in mathematics, kindergarten to Grade 6: Volume two, problem solving and communication*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_2.pdf

Manipulatives

- pages 18–28 of Ministry of Education of Ontario. (2006). *A guide to effective instruction in mathematics, kindergarten to Grade 6: Volume three, classroom resources and management*. Available at http://eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_3.pdf

Problem-solving strategies

- pages 38–45 of Ministry of Education of Ontario. (2006). *A guide to effective instruction in mathematics, kindergarten to Grade 6: Volume two, problem solving and communication*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_2.pdf

Promoting written communications

- pages 72–79 of Ministry of Education of Ontario. (2006). *A guide to effective instruction in mathematics, kindergarten to Grade 6: Volume two, problem solving and communication*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_2.pdf

Shared mathematics

- pages 66–68 of Ministry of Education of Ontario. (2006). *A guide to effective instruction in mathematics, kindergarten to Grade 6: Volume one, foundations of mathematics instruction*. Available at http://eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_1.pdf

Think-pair-share, show and tell, co-operative problem solving

- pages 68–69 of Ministry of Education of Ontario. (2006). *A guide to effective instruction in mathematics, kindergarten to Grade 6: Volume two, problem solving and communication*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_2.pdf

Universal Design for Learning

- pages 10–13 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/index.html>

STRATEGIES FOR TEACHERS: 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 2010–2011 Assessment of Reading, Writing and Mathematics, Junior Division, as well as on those of the previous four school years (2006–2007 to 2009–2010), and on feedback from teachers who scored the 2010–2011 assessment.

The released 2010–2011 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.

READING

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	In the past three years, the percentage of Grade 6 students scoring 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) has decreased. The percentage scoring a Code 30 or 40 on open-response questions measuring Reading Skill 2 (understanding implicitly stated information in a reading selection) has also decreased over time. Students performed equally well on open-response items measuring Reading Skill 2 and Reading Skill 3. Reading Skill 1 is not assessed in open-response questions. Students continued to perform better on multiple-choice questions measuring Reading Skill 1 than on those measuring Reading Skill 2 or 3.	Continue to share learning goals and co-construct success criteria (e.g., similar to 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. Intensify practice making inferences. Teach students to question the author (about choices to make characters speak and act as they do and of particular words to describe people and items). Focus on noun/pronoun connections in texts to improve inferencing skills to determine who is speaking, acting, etc. To help students make inferences about dialogue in narratives, introduce the notion of "text" (what someone says) and "subtext" (what he or she might mean, what else is suggested). During shared reading, examine the connotative (affective) and denotative (cognitive) meaning of words. Reflect on the connections between the explicit and implied meanings of words and how doing so helps readers make inferences. Review with students the difference between a connection to a text and an extension of ideas about it. Model and provide think-alouds that show how to make relevant connections by activating prior knowledge about a subject (e.g., What have I already

Junior Division: Reading	Observations	Strategies for Improvement
Reading Skills (continued)		learned about character traits and how they are evident in narratives [Section B: Q. 31] or about heroism [Section C: Q.12] that helps me understand and respond to this text?).
Overall Reading Expectations from the Curriculum	Grade 6 students performed best on multiple-choice 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). Students performed less well on multiple-choice questions measuring 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). Their weakest performance was on multiple-choice questions measuring Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently). On open-response questions, students performed equally well on Overall Reading Expectations 1 and 2. Overall Reading Expectation 3 is not assessed through open-response questions. Students continue to perform better on multiple-choice questions than on open-response questions when demonstrating comprehension of text content and form. Scorers reported that students who scored the top codes (Codes 30 and 40) in open-response reading tasks tended to use key words from the question to focus their answer 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. For example, students used specific references from the long narrative to explain how both the key terms “mood” and “setting” were evident and they were able to demonstrate the relationship between the two.	Continue to provide effective instruction in reading comprehension to help students understand how to use strategies flexibly and effectively to analyze and interpret texts, and when to use them. 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. Use literacy learning blocks to support students cross-curricularly in developing their use of before-, during- and after-reading strategies. Have students identify and compare the different elements of narrative, informational and graphic text (e.g., for narrative: character, theme, main idea, setting). Model and teach students how to identify different question types and the prompts that signal these (e.g., identify, describe, explain how). Subsequently provide students with intensive, ongoing opportunities to generate and present their own questions about texts. Model how to analyze questions for the structural or organizational patterns that they signal (e.g., Section A: Q. 11 prompts students to “compare the change in the juggler’s attitude from lines 8–14 to lines 35–40.” A full response requires a discussion of the attitude at two points. Support students with the skills required by Overall Expectation 3 by providing them with multiple opportunities to acquire academic language and to build content literacy vocabulary. As a staff, identify, introduce and reinforce the teaching of key words and terms used in and across subject areas (e.g., “characteristic,” “trait,” “vary,” “contribute”). 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.

Junior Division: Reading	Observations	Strategies for Improvement
Overall Reading Expectations from the Curriculum (continued)		Provide multiple opportunities for students to become familiar with the vocabulary, criteria and tools of assessment, so that they can gain the confidence and expertise to self-assess their reading comprehension and skills. 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.
Text Types	Students performed best on the short narrative (“Nobody Knows the Difference”) and the long narrative (“The Hero of Long Point”). Their performance on the graphic (“Fencing”) and information (“Peach Baskets and Basketballs”) text was similar. They experienced the most difficulty when answering questions related to the poem (“Juggling”).	Teach literacy strategies across all content areas to help students acquire vocabulary for technical concepts, and fluency in reading information texts, which are often densely written and include more than one concept in each sentence. In all subject areas, continue guided and shared reading of graphic texts, with a focus on identifying specific textual features and explaining how they work together to provide information. After reading, have students create concept maps to support learning, and practise transferring information from one textual form (e.g., paragraph) into another (e.g., diagram) to reinforce their learning. Provide extensive practice for students to identify the main idea and important details and summarize this information in a variety of ways. To help students identify main ideas and supporting details, and relationships between events or actions, have them look for organizational patterns (e.g., problem and solution; action/cause and reaction/effect; sequential procedure) in all text types. Model how to attend to signal words to recognize these patterns. Continue to provide practice identifying evidence of narrative form and elements. Have students highlight words and phrases that signal each element (e.g., plot, character, setting) when reading and rereading narratives. Adapt literature circle roles to have students assume responsibility for identifying how each element is signalled and used (e.g., setting is signalled by reference to place; plot is signalled by actions; mood, by reference to feelings) and to support focused discussions of texts. Subsequently provide practice finding evidence of how elements are related. Provide charts of text features, forms and genres for student reference.

Junior Division: Reading	Observations	Strategies for Improvement
Text Types (continued)		Provide many opportunities for students to work toward reading informational text independently. Use reciprocal teaching to help students focus on the various components of the reading process (e.g., predicting, questioning, clarifying their thinking, and summarizing the main idea and key messages). Continue to use poetry to encourage students to develop meaning, expand their vocabulary, make inferences, identify the main idea, make judgments and draw conclusions. Provide students with opportunities to share their own favourite lyrics and poems, analyze them for what makes them effective and explore and create poems through new media.
Gender	Girls continue to outperform boys on nearly all of the multiple-choice questions; however, the performance gap in favour of girls for many questions was small. Similar to the rest of the population, boys performed best on the short narrative text type (“Nobody Knows the Difference”), although the gap in favour of girls was the largest for this text. As with the general population, both genders had the most difficulty with the poem (“Juggling”). As in 2010, the gender gap was smallest on the graphic text (“Fencing”).	To address connections between gender and literacy, identify the degree to which boys’ underachievement intersects with other factors (socioeconomic status, culture) in order to determine the most effective interventions for struggling readers and students at risk. Engage students in robust and higher-order thinking about how text form, content, purpose, audience and language work together. Model and employ questioning strategies from critical literacy to help students analyze, interpret and evaluate texts (e.g., examining texts for point of view, for the construction of gender roles, and for use of connotative language). Focus on how literacy can be used to help students read the world and exercise power over their environments. 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).

Junior Division: Reading	Observations	Strategies for Improvement
Gender (continued)		Consider developing and using integrated curriculum units that focus on big ideas, cultivate cross-curricular literacy, reinforce vocabulary, deepen knowledge about an issue or subject, and enable students to make thoughtful connections between ideas and information in texts and across subject areas. See the Council of Ontario Drama and Dance Educators units for examples. Encourage female students to develop their knowledge, skills and experiences by extending their reading of information texts and by exploring technology and using computers for a variety of purposes.
English Language Learners	English language learners performed equally well as the general population on open-response questions for both Reading Skill 2 and Reading Skill 3. They performed best on questions assessing Overall Reading Expectation 1. They performed at similar levels on questions assessing Overall Reading Expectations 2 and 3. The largest performance gap between English language learners and the general population occurred on Overall Reading Expectation 3. The gap between the two populations has decreased slightly overall since 2010.	Support English language learners with purposeful and accountable talk during the literacy learning block to build on prior knowledge and scaffold their learning. Engage English language learners and other students in word study instruction to enhance reading comprehension. Examine word structure to support students in decoding new words. Use subject-based word charts to build vocabulary and concept acquisition. Increase the reading of information and graphic texts in language classrooms to reinforce content and concepts from all subject areas. Capitalize on the terms (including roots and affixes) prevalent in science to help students decode academic language and reinforce concepts found across a variety of subject areas. 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 across all subject areas. Promote literacy in multilingual contexts by encouraging English language learners to read and write extensively in their own language, in order to become more fluent and proficient with these skills, and to develop both subject-based knowledge and vocabulary that can be transferred.

Junior Division: Reading	Observations	Strategies for Improvement
Students with Special Education Needs (Excluding Gifted)	Students with special education needs did not perform as well as the general population, and their pattern of relative strengths and weaknesses across questions was similar to that of the general population. Students with special education needs performed best on questions measuring Overall Reading Expectation 1 and Overall Reading Expectation 3. They performed better on multiple-choice than on open-response questions. Note that Overall Reading Expectation 3 is not assessed through open-response questions. For open-response reading items, they performed equally well on Reading Skills 2 and 3. The gap between the general population and students with special education needs was smallest for questions measuring Overall Reading Expectation 1. The performance gap decreased slightly for multiple-choice reading questions.	To better include students with special education needs, use a variety of instructional methods, including differentiated instruction and understanding by design, when programming for all students. Vary groupings during activities to ensure that students with exceptionalities are able to contribute their own ideas and benefit from those of their peers. Provide all students with the opportunity to use the booklets available on the EQAO Web site to practise responding to assessment questions. Encourage students to attempt all questions within the expected timelines.

WRITING

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

Conventions—use of spelling, grammar, punctuation

Observations, Strategies and Resources

Junior Division: Writing	Observations	Strategies for Improvement
Writing Skills	Overall, students performed well on multiple-choice writing questions. The number of students scoring Codes 30 and 40 for topic development on all short- and long-writing tasks has decreased between 2008 and 2011. Students' overall performance with respect to topic development was similar on the short- and long-writing tasks. They continue to perform better on conventions than on topic development for all writing tasks. Scorers noted the specific characteristics of effective writing as described in the writing rubrics. They noted, for example, that Code 30 and 40 responses to the long-writing prompt about the discovery of a cave demonstrated a knowledge of narrative form and conventions that included the following features: ample plot development organized coherently (to include a beginning, middle and end), specific and relevant supporting ideas (about character, action and/or setting). Responses that provided minimal plot development, simple or few supporting details about the adventure and abrupt endings generally received a Code 20. Additionally, students who accessed their prior learning (e.g., about caves and ancient civilizations) tended to provide better responses.	In order to better understand cross-curricular student needs in writing and to plan next steps, have teachers in all subjects and grades collaborate to establish a common vocabulary and assessment standards and to provide feedback about assignments that require a written response. Continue to share learning goals and co-construct success criteria (e.g., similar to those in EQAO's scoring guides for writing responses) at the outset of learning. Refer to the communications category of all subject achievement charts for information on how their criteria inform and support writing instruction. Use the videos and learning resources about moderated marking and teaching-learning critical pathways. Use Ministry writing exemplars that feature writing tasks (e.g., description, narrative, letter, report) to identify the writing's form, use of detail, organization and use of conventions, as well as the criteria for effective and ineffective topic development. Have students practise revising lower-level exemplars by deleting irrelevant information, adding specific and relevant details and reorganizing information. Use components of the writing process to help students build skills. Model how to brainstorm words and generate ideas related to a topic before writing. Model how to select relevant supporting details, add content by selecting sufficient details, and organize and present information in complete sentences during writing. Use a writer's workshop approach to provide whole-class direct-teaching of a specific topic, guided writing lessons and independent writing time during which students either write on their own or with support, or participate in peer or teacher-student conferencing. Provide templates such as The Four Roles of the Junior Writer for reference as students select a writing form, purpose and audience.

Junior Division: Writing	Observations	Strategies for Improvement
Overall Writing Expectations from the Curriculum	As in past years, students performed better relative to Overall Writing Expectation 3 (apply knowledge of language conventions and present written work effectively) and were 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).	Continue to teach grammar and conventions in the context of writing, providing brief mini-lessons as necessary. Have students practise combining sentences to build their understanding of syntax and to learn to write more fluidly as they revise their own work. To help students develop and organize content, use hands-on strategies (e.g., provide them with cut-up exemplars that they must arrange before justifying the organization they have selected; provide the body of a paragraph and have them write the topic sentence). Extend opportunities for students to explore their interests and expand their knowledge base through non-fiction writing in all subject areas. Introduce students to commonly used non-fiction forms (e.g., recounts, reports, procedures, persuasive texts). Model how to find, select and organize information about a topic, using specific and relevant details. Emphasize that these details should include subject-area vocabulary and concepts (e.g., the topic of the value of healthy eating should prompt students to use words associated with health units, human biology and physical education). 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. Use storytelling and story writing across all subject areas to reinforce knowledge and understanding about subject-area concepts. Model how to transform information texts into other writing forms such as graphic texts, dialogues, poems and narrative in order to help students understand how subject matter might be developed in various forms. Provide checklists for proofreading work, and opportunities for peer feedback that help students examine work for specific criteria such as writing form, words that signal an organizational pattern, number of specific and relevant details.
Gender	As in previous years, female students outperformed male students on most multiple-choice writing questions and on all the short- and long-writing tasks.	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.

Junior Division: Writing	Observations	Strategies for Improvement
Gender (continued)		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. Provide multiple opportunities for shared writing and for social interaction and talk before, during and after writing. Expand opportunities for all students to become familiar with the techniques and conventions of new literacies (e.g., Wikis, blogs, Web pages, YouTube). Encourage the creation of media and multimedia texts that require students to gather information, sort and organize ideas, select an appropriate form and language register, and integrate writing and visuals. Use writing in role techniques from the drama curriculum to help students use language flexibly for different purposes and audiences. Continue to use classroom practices proven by teacher inquiry projects to improve boys' literacy achievement, such as social interaction before writing.
English Language Learners	As with the general population, the percentage of English language learners at or above the provincial standard in writing has increased over the past five years. Their performance on both long- and short-writing tasks relative to topic development and conventions remains slightly below the performance of the general population. Although English language learners have not performed as well as the general population, their pattern of relative strengths and weaknesses has been similar. As was true for the general population, for topic development, English language learners performed similarly on the long- and the two short-writing tasks and better on the use of conventions for both the short- and the long-writing tasks.	To assist English language learners, continue to incorporate visual tools (e.g., paragraph frames) in 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. Use storytelling and other oral language forms to build students' confidence and proficiency with language, and as a pre-writing strategy. Alternate oral brainstorming with writing to enhance and develop content. To improve student writing, provide timely feedback during the writing process. Focus on one or two of the students' immediate needs for improvement to cultivate thoughtful revision.
Students with Special Education Needs (Excluding Gifted)	The percentage of students with special education needs at or above the provincial standard in writing has increased over the past five years. These students continue to perform below the level of the general population, although their pattern of relative strengths and weaknesses remains similar.	Select the most appropriate high-yield strategies to address diverse needs and improve student thinking and writing (e.g., immediate feedback, ongoing small group assessment, differentiated writing instruction, accountable talk, mind maps and visual organizers). Support student thinking and writing with the use of concept maps and graphic organizers.

Junior Division: Writing	Observations	Strategies for Improvement
Students with Special Education Needs (Excluding Gifted) (continued)	However, the gap between the performance of students with special education needs and that of the student population as a whole on the long-writing tasks in terms of topic development is slowly decreasing. Nevertheless, a large proportion of students with special education needs have had difficulty getting beyond a Code 20 on the topic development rubric for the writing tasks. Students with special education needs performed similarly on topic development for all writing tasks. They were slightly more successful on the use of conventions for short-writing tasks than for the long-writing task. As was true for the general population, students with special education needs had difficulty responding to multiple-choice questions measuring Writing Skills 1 and 2. They were slightly more successful on multiple-choice questions measuring Writing Skill 3. Their results were lower than those of the general population.	For students reading below grade level, try literacy tutoring as an initial intervention. Refer to “Try Literacy Tutoring First” for effective tutoring criteria and information about in-school implementation. Provide students with special education needs opportunities to use assistive technologies for idea generation, organization and completion of writing tasks whenever possible.

MATHEMATICS

Through a combination of multiple-choice and open-response questions based on the *Ontario Curriculum* expectations from the strands Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, and Data Management and Probability, the junior-division EQAO assessment focuses on the following cognitive skills:

Knowledge and Understanding—facility with subject-specific content (knowledge) and comprehension of its meaning and significance (understanding)

Application—ability to select the appropriate “tool” or get the necessary information and apply it effectively to solve the problem

Thinking—ability to select and sequence a variety of tools to solve a problem and demonstrate a critical-thinking process

Observations, Strategies and Resources

Junior Division: Mathematics	Observations	Strategies for Improvement
Number Sense and Numeration	In this strand, students struggled with the questions involving multiple steps. Scorers of the open-response question that required students to determine the prime factors of a number noted that many students stopped their process without ensuring all factors listed were prime numbers. Scorers also noticed many students considered 1 a prime number.	Continue to provide students with opportunities to explore number-sense concepts in a variety of multi-step problem-solving contexts. Provide students with opportunities to explain the relationship between composite and prime numbers.
Measurement	In 2011, students performed least well on questions from this strand. Students struggled with questions requiring them to determine the surface areas of rectangular and triangular prisms. Many students confused surface area with volume. Scorers of the open-response question that required students to solve a problem involving the volumes of a triangular and a rectangular prism noted that students used the same process to determine the volume of both.	Continue to investigate surface area through a variety of tools (e.g., nets, concrete materials, dynamic geometry software, Polydrons) and in a variety of contexts. Give opportunities for students to explore surface area and volume simultaneously as opposed to in isolation. Continue to give students the opportunity to investigate the relationship among the height, the area of the base and the volume of triangular and rectangular prisms.
Geometry and Spatial Sense	Many students reversed the order of the coordinates when reading and plotting points in the first quadrant of a Cartesian plane. Scorers of the open-response question that required students to construct a pentagon, given side and angle measurements, noted that many students tried to draw a regular pentagon, making it impossible to incorporate all the properties required by the question. Students struggled with the multiple-choice question involving lines of symmetry.	Continue to emphasize that the horizontal coordinate comes before the vertical coordinate in ordered pairs and provide opportunities for students to practise reading and plotting coordinates. Be sure to provide examples of irregular polygons as well as regular polygons when students investigate their properties. Continue to have students sort polygons according to their lines of symmetry.

Junior Division: Mathematics	Observations	Strategies for Improvement
Patterning and Algebra	In 2011, students performed best on questions from this strand. Most students were successful on the questions requiring them to extend growing patterns, whether numeric or geometric. Scorers of the open-response question that required students to describe the pattern rules of two shrinking patterns noted that students struggled to describe and extend the shrinking pattern created by dividing by two.	Continue to provide opportunities for students to explore patterns generated by multiplying or dividing by a constant to get the next term.
Data Management and Probability	Overall, students were successful at reading and interpreting information in bar graphs. Scorers of the open-response question that required students to determine the theoretical probability of an event noted that some students missed important information in the question.	Continue to provide students with opportunities to explore data management and probability concepts in a variety of multi-step problem-solving contexts.
Cognitive Skill	For the fourth consecutive year, students performed best on the questions mapped to the cognitive skill Knowledge and Understanding and least well on the questions mapped to Thinking. Students continue to have difficulty with multi-step problems.	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. Introduce concepts and procedures through problem-solving. Employ interactive classroom strategies, such as Bansho, to engage all students as problem solvers. Provide instruction to help students organize the information in problems, including through the use of graphic organizers. Reinforce prior mathematical knowledge when introducing new concepts and procedures. Model the appropriate use of concrete materials and manipulatives to visualize concepts and solve problems and provide these resources for students to use regularly.
Students with Special Education Needs (Excluding Gifted)	Students with special education needs continue to perform consistently more than 15 percentage points below the general Grade 6 population on 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 program.

Junior Division: Mathematics	Observations	Strategies for Improvement
English Language Learners	Overall, English language learners' performance was slightly below the general population on all cognitive skills, question types and strands. The achievement trends for English language learners are the same as those for the general population for all strands, cognitive skills and question types.	Continue to provide opportunities for interactive problem solving and discussion of a variety of solutions (e.g., through Bansho) to all students, but particularly to English language learners. Emphasize mathematical terminology while teaching concepts.
Gender	Overall, in 2011, male and female students performed equally well on multiple-choice and open-response questions across all strands and skills.	Provide collaborative learning opportunities in clusters or pairs using different strategies (e.g., think-pair-share). Be aware of gender differences when planning inclusive instruction.

Junior Division: Reading and 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.

Main resources

Literacy and Numeracy Secretariat. (2010, October). *What works? Research into Practice: Research Monograph 29. Improving student writing: Using feedback as a tool*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Improving_Student_Writing.pdf

- Feedback (self, teacher, peer)
- Self-assessment
- Writing process

Literacy and Numeracy Secretariat. (2010, September). *What works? Research into Practice: Research Monograph 27. Word study instruction: Enhancing reading comprehension*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Word_Study.pdf

- Connotation
- Denotation
- Word study

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

- Academic language: pages 24–25
- Activating prior knowledge: page 88
- Before-, during- and after-reading strategies: page 24
- Click or clunk: page 55
- Cueing systems: page 16
- Locating information: pages 32–39 (Sample Lesson 2.1: Identifying the main idea and the author's purpose)
- Shared-, guided- and independent-reading: pages 60–85
- Signal words: pages 40–41
- Summarizing: pages 32–35
- Think-alouds: throughout

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

- Conferencing: pages 25–27
- Graphic organizers: page 50
- Poetry: pages 111–114
- Text forms: pages 11–13
- Writing process: pages 36–45

Other resources

Assistive technologies

- 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>

Boys' underachievement

- 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>

Concept maps

- 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>

Junior Division: Reading and Writing

List of Resources (continued)

- 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

- 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

Council of Ontario Drama and Dance Educators Units

- Council of Ontario Drama and Dance Educators.
- Grade 5 Dance, Drama and Critical Literacy Unit: In or Out. Available at <http://code.on.ca/resource/or-out>
- Grade 6 Dance, Drama and Critical Literacy Unit: Departures. Available at <http://code.on.ca/resource/departures>

Critical literacy

- Literacy and Numeracy Secretariat. (2010, December). *What works? Research into Practice: Research Monograph 32. Developing critical literacy skills: Exploring masculine and feminine stereotypes in children's literature*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Critical_Literacy.pdf
- Literacy and Numeracy Secretariat. (2007, November 29). Critical literacy plan. *Webcasts for educators: Additional materials*. Available at <http://www.curriculum.org/secretariat/files/Nov29LessonPlans.pdf>
- Critical Literacy Webcasts for Educators: <http://resources.curriculum.org/secretariat/november29.shtml>

Differentiated instruction

- Literacy and Numeracy Secretariat. (2006, March 29). Differentiated instruction: Continuing the conversation. *Webcasts 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*. Available at <http://www.curriculum.org/secretariat/may2.shtml>
- Ministry of Education of Ontario. (2008). Various resources available through the “Student success: Differentiated instruction” Web site: <http://www.edugains.ca/newsite/di2/index.html>
- Ministry of Education of Ontario (2009, June). Chapter 2. *Learning for all, K–12 [Draft]*. Available at http://www.ontariodirectors.ca/L4All/L4A_en_downloads/LearningforAll%20K-12%20draft%20.pdf

Drama curriculum

- *The Ontario Curriculum, Grades 1–8: The Arts* (2009), available at <http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>

Effective instruction in reading comprehension

- Literacy and Numeracy Secretariat. (2007, January 31). *Making sense of reading instruction* [Webcast]. Available at <http://www.curriculum.org/secretariat/january31.shtml>

Engaging male students

- 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: <http://www.edugains.ca/newsite/literacy2/supportsboyliteracy.html>

English language learners

- 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: Reading and Writing

List of Resources (continued)

- 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. (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>

Female students

- Literacy and Numeracy Secretariat. (2007, October) *What works? Research into Practice: Research Monograph 8. Gender differences in computer attitudes, ability, and use in the elementary classroom*. Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Kay.pdf>

High-yield strategies

- 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>

Higher-order thinking

- 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> and http://resources.curriculum.org/LNS/coaching/files/ppt/Comprehending_Module3.ppt (New link)
- Literacy and Numeracy Secretariat. (2009, April 21). *Quality teaching: It's intentional. Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/april21.shtml>

Integrated curriculum

- Literacy and Numeracy Secretariat. (2010, September). *What works? Research into Practice: Research Monograph 28. Integrated curriculum: Increasing relevance while maintaining accountability*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Integrated_Curriculum.pdf

Literacy in multilingual contexts

- Literacy and Numeracy Secretariat. (2007, June). *Promoting literacy in multilingual contexts* (What Works? Research into Practice Research Monograph 5). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Cummins.pdf>

Literacy learning blocks

- 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

- 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

Making inferences

- 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> and http://resources.curriculum.org/LNS/coaching/files/ppt/Comprehending_Module1.ppt (New link)
- Literacy and Numeracy Secretariat. (2004). *Literacy Series: Module 1. Comprehending in action: Inferring*. Available at http://resources.curriculum.org/LNS/coaching/files/ppt/Comprehending_Module1.ppt (For **dialogue** go to Teacher Resources booklet, Module 1, p. 46.) Available at http://resources.curriculum.org/LNS/coaching/files/pdf/Comprehending_Resources.pdf
- Literacy and Numeracy Secretariat. (2010, October 29). *Precision teaching in the primary classroom: Word sort, inference game, learning centres, writing, guided reading, student self-assessment* [Webcast]. Available at <http://www.curriculum.org/secretariat/precision/index.shtml>

Junior Division: Reading and Writing

List of Resources (continued)

Male students

- 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>
- Various Ministry of Education resources on boys' literacy. Available at <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>
- 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

Moderated marking

- 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>
- Literacy and Numeracy Secretariat. (2010, October 15). *Developing inquiring minds: Moderation of student work* [Webcasts]. Available at <http://www.curriculum.org/secretariat/inquiring/moderation.shtml>

Networked learning communities

- 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

- 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>

Organizational patterns

- 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>

Poetry

- 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

Purposeful and accountable talk

- pages 76–94 of Ministry of Education of Ontario. (2006). Chapter 3: Principles of effective literacy instruction. *A guide to effective literacy instruction, Grades 4–6: Volume 1*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_1_Pt2_Junior_Learner.pdf

Questioning the author

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

Reciprocal teaching

- Literacy and Numeracy Secretariat. (2009, January 30). Teaching for understanding: Summarization. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/january30TU.shtml>

Junior Division: Reading and Writing

List of Resources (continued)

- 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>

Science

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

Self-assessing

- Literacy and Numeracy Secretariat. (2007, December). *Capacity Building Series: Secretariat Special Edition 4. Student self-assessment*. Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/StudentSelfAssessment.pdf>

Shared reading

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

Shared-, guided- and independent-reading texts

- 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>

Social interaction and talk

- 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

Storytelling and story writing

- 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/VWV_Storytelling.pdf

Students with special education needs

- 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

- 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>
- Literacy and Numeracy Secretariat. (n.d.). *Informing practice: Learning intentions and success criteria*. [Webcasts]. Available at <http://www.curriculum.org/secretariat/studentled/informing.shtml>

Summarizing

- 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

Teacher inquiry projects

- 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>

Teacher moderation

- 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

Junior Division: Reading and Writing

List of Resources (continued)

- 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

- 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

- 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>

Text features, forms and genres

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

Think-alouds

- pages 44–47 and 56–59 of Ministry of Education. (2003). *Think literacy: Cross-curricular approaches, Grades 7–12*. Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>

Towards an understanding of gender differences in literacy achievement

- 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

Try literacy tutoring first

- Literacy and Numeracy Secretariat. (2009, October). *Capacity Building Series: Secretariat Special Edition 21. Try literacy tutoring first*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/VWW_Literacy_Tutors.pdf

Vocabulary

- 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

Writer's workshop

- Ministry of Education of Ontario. Learning module on writer's workshop: <http://www.eworkshop.on.ca/edu/core.cfm?p=main&modColour=1&modID=24&m=111&L=1>

Writing exemplars

- 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 form, purpose, and audience

- The four roles of the junior writer. Available at http://www.eworkshop.on.ca/edu/pdf/Mod24_roles_writer.pdf

Writing frames

- 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

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.

Resources

Bansho

- Literacy and Numeracy Secretariat. (2011, February). *Capacity Building Series: Secretariat Special Edition 17. Bansho* (board writing). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_bansho.pdf

Differentiated instruction

- 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/index.html>
- Literacy and Numeracy Secretariat. (2008, May 28). Differentiating mathematics instruction. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/may28.shtml>

English language learners

- Ministry of Education of Ontario. (2005). *Many roots, many voices: Supporting English language learners in every classroom*. Available at www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf

Four-Step Problem-Solving Model

- pages 36–38 of Ministry of Education of Ontario. (2006). *A guide to effective instruction in mathematics, kindergarten to Grade 6: Volume 2. Problem solving and communication*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_2.pdf

Problem-solving strategies

- pages 38–45 of Ministry of Education of Ontario. (2006). *A guide to effective instruction in mathematics, kindergarten to Grade 6: Volume 2. Problem solving and communication*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_2.pdf

Think-pair-share, show and tell, co-operative problem solving

- pages 68–69 of Ministry of Education of Ontario. (2006). *A guide to effective instruction in mathematics, kindergarten to Grade 6: Volume 2. Problem solving and communication*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_2.pdf

Universal Design for Learning

- pages 10–13 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/index.html>

Case Studies:

Schools on the Journey of Learning

Case Studies: Schools on the Journey of Learning

OBSERVATIONS FROM THE FIELD

Over the past few months, EQAO has visited a number of elementary schools throughout Ontario. Engaging with the education community in this manner has allowed EQAO to learn about strategies being used to support student achievement.

Several common themes emerged throughout these visits, including the following:

- Principals and teachers have become more adept at using results from EQAO assessments and other data as a reference point to identify the educational needs of all students and to guide their interventions for those struggling. Throughout the province, there has been a strong emphasis on the early identification and support of at-risk students.
- Elementary teachers are committed to the creation of a positive school climate with high expectations for all students. They work in collaborative teams to improve overall achievement.
- Initiatives by schools to engage parents have resulted in an increase in parental involvement, which has had a positive impact on student success.
- The use of technology to support the delivery of curriculum has contributed to improved student engagement.

In celebration of this spirit of achievement, EQAO has profiled several publicly funded Ontario schools. Each school team has shared what EQAO and other data have taught them about their students and the innovative approaches they are using to address areas for improvement. These schools are notable for their success in improving the literacy and numeracy skills of their students, as demonstrated by their EQAO results over time.

The school profiles in the following pages are just a few of the many remarkable and inspiring stories across Ontario's publicly funded school system. EQAO is pleased to highlight the accomplishments and celebrate the exemplary work of the school teams, which make a significant difference in their communities.

David Lewis Public School

TORONTO DISTRICT SCHOOL BOARD

Student population: 367; Grades: JK–8; Principal: Karen Peach

The students at David Lewis Public School are first-generation Canadians. While most are of Chinese heritage, another 20 percent come from other countries, making the school a multicultural environment where different cultures are honoured and celebrated.

The school is home to a YMCA daycare with 65 children. The daycare supports the school and helps socialize the preschool children by providing a seamless transition to kindergarten, adding to the feeling of community. The daycare also ensures that the school continues to grow.

David Lewis teachers are always reviewing and refining the way they deliver the curriculum and have created a climate where students feel safe to take risks with their learning. As a result, students have achieved exceptional success on the EQAO assessments. Teachers in Grades 4/5 and 6/7 look critically at the EQAO data for their cohort of students to identify areas of challenge and reflect on how they can improve learning for all students.

These areas of challenge become the focus for the following year's school improvement plan. Teachers meet by division to develop programming procedures, using Teaching-Learning Critical Pathways. They can then develop and grow their skills in areas such as meaningful assessment and moderated marking. Working together to share strategies and expertise, staff choose and provide resources to support student learning.

The EQAO data shows there is no gender gap in student achievement. This can be attributed to a number of initiatives that the staff have put in place over time. Teachers take pride in finding materials and strategies that appeal to boys and girls to keep them actively engaged in learning. In mathematics, teachers use manipulatives to give the children hands-on experience. Students are engaged by using Smart Board technology and problem-solving experiences related to their personal interests. Teachers use EQAO questions to assess learning in their classrooms. Students have learned that a problem can have many correct solutions. Pupils work in groups teaching each other; they learn how to articulate their approach to problem solving. Teachers give them meaningful extensions of learning through classroom and co-curricular activities.

All of these initiatives have contributed to the large number of students performing at Level 4 on the EQAO assessments.

David Lewis staff provide many opportunities to engage the children and help them make the transition to a new language and culture. With so many children learning English, every teacher provides rich opportunities for language development.



Pranita Kumar, David Bourne, Karen Peach (principal), Mike Longaphie, Samantha MacInnis, Natasha Wall

Children write every day. Beginning writers participate in writing workshops. Students edit with peers and teachers. During conferences with teachers in the language and math areas, students get specific, high-quality, descriptive feedback targeting goals for improvement.

Principal Karen Peach says: "We have been looking at co-constructing success criteria, and our rubrics have become so much more descriptive. We are getting more from students because we are giving them better information and explanations. Our teachers have become more effective. Now we can say to the children, 'This is what a Level 4 looks like, and this is what you need to do to reach that level.' Our success is reflected in our EQAO results."

The organization at David Lewis is set up to help students succeed. All grades except Grades 3 and 6 are combined. The timetable includes literacy and numeracy blocks, and the teachers have common preparation times to facilitate planning. Children are in the same class for two years. As a result, teachers get to know their students very well and provide a broad continuum of support. This way, they don't lose any valuable teaching time familiarizing themselves with each student; they can continue their work in September from where they left off in June. There are many half-time teachers at David Lewis and many subject specialists. Principal Karen Peach believes that having teachers teach what they love and are good at is critical to the school's success.

In each of the school's combined-grade classes, specialist teachers teach math to one of the grades, while the other

grade receives instruction in another subject such as French as a Second Language. This focused instruction in mathematics, as well as student participation in extracurricular math clubs, has resulted in a high level of achievement in various mathematics competitions and EQAO results.

Teachers actively seek out resources and opportunities to increase their own professional learning and enhance their teaching skills. They are also in constant communication with other professionals to discuss the progress of their students. The teachers meet by subject, grade, division and school cluster to review EQAO data and decide what skills their students need to be successful at the next step. As a result, David Lewis students can transition smoothly from one grade to the next.

Discussions between elementary and secondary teachers have been a catalyst for positive change. With this commitment to provide a seamless transition to secondary school, the students are well prepared for EQAO's Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test.

Parents value education and are active and supportive of everything the school does. Through the school council at Dr. Norman Bethune Secondary School, and with the support of the trustee, parents from the four feeder schools meet about shared concerns and initiatives to support their children.

Communication on many levels is a key element at David Lewis. Teachers meet formally and informally and engage in professional conversations to talk about their students and share strategies



David Lewis Public School

to improve student learning. The school organization is working toward the goal of student success. Student progress is observed over time, and children are well prepared for the next step in their journey of learning.

Principal Peach says: "The K–8 school is a fabulous organizational model, as it has the fewest transitions for children. At David Lewis, the combined grades, teaching continuum of two years and thoughtful timetables have been implemented intentionally to support our progress. Our learners do well at many different things. We give students a lot of opportunities to demonstrate what they can do. Our programming is rich, and we work within our hub and our cluster successfully to prepare our students for secondary school. The EQAO data illustrates our success."

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Karen Peach, principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	53%	59%
Male	47%	41%
English language learners	0%	0%
Special education needs	7%	19%
Born outside Canada	21%	53%
First language learned at home other than English	86%	75%

Harrowsmith Public School

LIMESTONE DISTRICT SCHOOL BOARD

Student population: 285; Grades: JK–8; Principal: Jim Horan

Despite a burgeoning commuter population, Harrowsmith Public School has retained its character as an agriculturally based community, with half of its 285 students, from junior kindergarten to Grade 8, currently living on working farms. Extensive busing in this diverse socio-economic milieu dictates that most extracurricular activities occur at lunchtime. Solid community support translates into strong multi-generational involvement in school initiatives. Improvements to the physical structure of the building and the renovation of the library, accompanied by an outpouring of generous community support, attest to the magic that is happening here.

Principal Jim Horan says: “Set very high goals that are made public. It is essential that you believe in them and make them a priority in the daily life of your school.”

Five years ago, in response to a review of in-school and EQAO data, Harrowsmith launched a well-publicized community literacy campaign for pre-kindergarten and primary students, which spilled out into the community. The Limestone Learning Foundation, for example, funded a Book-in-a-Bag home reading program for primary students and supplied an abundance of reading materials and “Blast Off” boxes, allowing Harrowsmith to reach out to parents before their children even entered school. Designed by a kindergarten teacher, these Blast Off boxes provide literacy, numeracy and arts activities for home use and are extremely popular with parents. In addition, primary staff and the school council co-hosted literacy evenings during which teachers modelled shared reading strategies to be used at home. Again parental response was overwhelming.

Principal Horan states: “It is critical that your school use the rich reports and resources provided by EQAO to reflect on the past, strive for your goals in the present and plan for the future.”

“Data are not static” is a guiding principle underpinning Harrowsmith’s continuous cycle of improvement. In August, for instance, the staff review EQAO data and make collaborative decisions about how to align their instruction to encourage higher-level thinking and address school-wide areas for



Virginia Mayhew, Jim Boyce, Janice Miles, Jim Horan (principal), Kim Ferguson-Murphy

improvement, such as writing. Guided by a literacy consultant, teachers use common vocabulary in all primary classrooms and enhance writing skills through continued practice and timely formative feedback. For example, although junior kindergarten students initially express critical thinking orally only, they soon progress to higher-order activities in writing using a simplified version of primary graphic organizers.

Meeting the needs of every student is the key to Harrowsmith’s success. Staff use a focused, logical progression of school-improvement strategies based on the systematic longitudinal tracking of individual data through multiple assessment instruments. To facilitate continuity in programming, teachers use the board’s data warehouse system for organizing and sharing information. They use continuous individual and group assessments, such as PM Benchmarks in primary and DRA in junior and intermediate classes. These tracking devices keep goals fluid, moving them upward as success rates rise, which in turn causes students to be more confident and competent on EQAO assessments.

Principal Horan adds: “At Harrowsmith we have a community of educational leaders who strive for excellence, collectively reflecting on their instructional practice.”

Providing strong instructional leadership and using the School Effectiveness Framework as a working document, Principal Horan and his staff select professional development initiatives, access expertise within and outside the school and adapt salient features to local needs. The board’s literacy coach, for

“Set very high goals that are made public. It is essential that you believe in them and make them a priority in the daily life of your school.”

Jim Horan, principal

example, offers support, instructing teachers on moderated marking using their own students' work and introducing direct teaching strategies, which the staff embed in the daily program. Reassessment typically demonstrates marked improvement in students' higher-level thinking and mirrors their remarkable achievements on primary EQAO assessments. The deep and probing conversation during these capacity-building sessions underlines the profound dedication that this collaborative team demonstrates.

Knowing that what they do in literacy translates into math, the staff use common strategies and assessments and bring about a culture of high expectations for student *and* teacher practice. Risk-taking and critical thinking are encouraged and supported. Having confirmed through differentiated assessments that every child is capable of higher-level thinking, the administration ensures that support staff are available to provide focused small group and individual instruction for students with special needs.

Using strategies that work is a hallmark of the Harrowsmith way. For example, the administration has collaborated with staff to

purchase a broad assortment of literacy resources, including boy-friendly materials, for central availability in a new book room. In addition, most primary class literacy blocks are scheduled in the morning, and technology use has increased as a strategy in math instruction.

The staff observe that highly engaged and motivated students maximize their time on task, progress through the curriculum more quickly and retain concepts more readily. To enhance teaching and learning further, support staff assist students with special needs by using technology as an instructional base and conducting small-group extension activities following directed lessons in the classroom. Innovative data-based practices at Harrowsmith repeatedly produce positive results in student achievement. Supported, trusted and challenged to be the best they can be, staff, students and the rest of the community flourish equally in Harrowsmith's positive culture of excellence.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	65%	42%
Male	35%	58%
English language learners	0%	0%
Special education needs	13%	27%
Born outside Canada	0%	3%
First language learned at home other than English	0%	0%

“It is critical that your school use the rich reports and resources provided by EQAO to reflect on the past, strive for your goals in the present and plan for the future.”

Jim Horan, principal



Harrowsmith Public School

Kenollie Public School

PEEL DISTRICT SCHOOL BOARD

Student population: 230; Grades: JK–6; Principal: Shawn Sabourin

Kenollie Public School is located in the Port Credit area of Mississauga. Because of its excellent reputation, Kenollie is growing by attracting students from within its affluent, stable neighbourhood. Its staff and students stay well connected to the community at large by fundraising for local and national charities, and for schools in the Dominican Republic and within the board.

According to Wendy Dowling, superintendent of schools, Kenollie is recognized for its collegial and committed staff. Teachers network with their family of schools, attend regional workshops such as EQAO's *Why Data? What Data? Using Data for Continuous School Improvement* and act as model teachers within the school and beyond. They share their expertise through Teaching-Learning Critical Pathways (TLCP). As well, they engage in action research in their classrooms and learn to use new technology to facilitate curriculum delivery.

The staff at Kenollie begin looking at their EQAO data early in the fall and use it to inform their school improvement planning.

Principal Shawn Sabourin says: "We have great information from EQAO. We recognize that it is not just student achievement numbers that are important. Although moving students from Level 2 to 3 is a key indicator, we also look at the demographic and perceptions data. All teachers look to the results to shape our programming and instruction."

The results provided by EQAO guide the school's decision-making process as part of school improvement. Having attended an EQAO workshop on multiple measures of data, teachers appreciate the richness of the information in the various EQAO reports.

Principal Sabourin states: "The Item Information Report is the primary document we use to find out how our students did individually and collectively, relative to the district and the province. We look for trends or specific expectations that we need to address through our program and inform our instructional practices accordingly. Through our TLCPs, we modify our instruction. Teachers look at specific expectations, determine a baseline and teach to that. Then they reassess and see how students have grown."

An interesting story arose from the staff's examination of EQAO's Student Questionnaire data last year. The questionnaire information indicated that students did not use computers to

learn mathematics. However, technology teacher Mark Spickett taught the data management and probability strand entirely on computers. The students enjoyed learning so much, they did not realize they were doing mathematics. This story was a highlight when shared with the school council. It spoke volumes about using technology as a tool for delivering the curriculum, rather than as an add-on or for remediation.

At Kenollie Public School, technology is one of many instructional strategies used to enhance the learning process and engage students. Beginning this year, teachers and students are using interactive wireless tablets for instruction and assessment. This technology provides teachers with instant feedback and

assessment results and supports student-centred, collaborative learning. Specific questions or problems, often using previous EQAO assessment items, are loaded onto the tablet and shown throughout the lesson on an LCD projector. As students use their own wireless clickers to respond to the questions, the teacher can gauge the students' understanding of the concepts and skills they are learning. The teacher can see difficulties or gaps in learning and change the lesson immediately to respond to the needs of the group or an individual.

The Grades 3 and 6 students prepare for the EQAO assessments by using learner interactive wireless tablets. Teachers download the first paragraph from EQAO reading selections, and each group of students works with their own tablet to answer punctuation, main idea and cloze questions.



Mark Spickett, Shawn Sabourin (principal)

"We have great information from EQAO. We recognize that it is not just student achievement numbers that are important. Although moving students from Level 2 to 3 is a key indicator, we also look at the demographic and perceptions data. All teachers look to the results to shape our programming and instruction."

Shawn Sabourin, principal

“Kenollie has very committed staff; we look at the whole child. Teaching is more than academics. We believe in keeping students engaged in the school in other capacities and having them involved in extracurricular offerings. What we are doing in the classroom is huge, but education is not just what is going on within the four walls of the classroom; it must reach out to the school and the broader community. That speaks to the professionalism required to be successful as an educator.”

Shawn Sabourin, principal

They share their answers with the class, using an LCD projector, and refer to a rubric to mark their answers. Using technology this way can have powerful, transformational results.

Initiating TLCPs could be daunting with only one class per grade, but these teachers network, meet as a family of schools or work across grades in divisions. This free flow of information is key to success. Teachers share successful strategies to move students along effectively and engage in moderated marking. This year, the Grade 3 and Grade 6 teachers are new. They will benefit from

participation in the Ministry’s mentor/mentee program, resources and release time from Peel DSB and assistance from Kenollie’s teacher-librarian and special education teacher. This support will help teachers learn new strategies and build consistency.

Parental engagement is foremost at Kenollie P.S. The school has an active and supportive school council with whom staff share detailed results from the EQAO assessments, including specific expectations teachers are working to improve. The school’s Web site welcomes parent and community volunteers and provides tips for parents to get involved in their children’s learning. Many parent volunteers enrich programs by helping with sports and clubs, and in classrooms, to give teachers extra eyes and hands. More than 20 parents and grandparents are trained in the All Star Reading program to help early readers succeed.

Kenollie students have maintained a high standing over the years. Principal Sabourin bases this success on the commitment of teachers to student learning, the use of technology to help deliver the curriculum and parental involvement and support. His advice to others is to use the data to inform instruction, provide professional development and balance curriculum with character education to build a positive school environment.

Principal Sabourin says: “Kenollie has very committed staff; we look at the whole child. Teaching is more than academics. We believe in keeping students engaged in the school in other capacities and having them involved in extracurricular offerings. What we are doing in the classroom is huge, but education is not just what is going on within the four walls of the classroom; it must reach out to the school and the broader community. That speaks to the professionalism required to be successful as an educator.”



Kenollie Public School

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	53%	63%
Male	47%	37%
English language learners	0%	0%
Special education needs	8%	21%
Born outside Canada	5%	5%
First language learned at home other than English	5%	16%

Masonville Public School

THAMES VALLEY DISTRICT SCHOOL BOARD

Student population: 332; Grades: JK–8; Principal: Joyce Tonner

Masonville Public School is a junior kindergarten to Grade 8 school in London, Ontario. Of its 332 students, approximately one-quarter were born in other countries. This multicultural blend offers rich experiential opportunities for the children.

The school is in a mid to high socio-economic area, with an educated and informed parent population that is highly involved in the school. Parent groups have sponsored events such as Mad Science Night and guest speakers, and they encourage all parents to become actively involved in the school. Many parents are able to volunteer in the classrooms.

Principal Joyce Tonner says: “Parent involvement is very high in our school. Our parents are supportive beyond fundraising and are acutely aware that a good education will impact directly on the quality of their child’s life. The parents’ personal experiences are those that equate a successful life to a post-secondary educational experience. This is their dream for their children, and they are prepared to become involved to support their school.”

The school’s staff are experienced professionals who have spent several years at Masonville, and most have taught several grades and divisions in the school. This breadth of curriculum understanding allows the teachers to be aware of the milestones on the students’ educational journey. Uniform language and common expectations promote continuous growth.

Principal Joyce Tonner states: “Staff are highly committed to students and all students are the responsibility of all teachers; it is very much a family atmosphere. The everyday problems that are encountered are solved, and problem-solving strategies are learned by students. This is a milieu for success.”

Many schools show growth and excellence in different ways. The unique dimension at Masonville is signalled by the fact that, from the beginning, the school’s exceptional student achievement, reflected in its EQAO data, has caused the staff to continue to strive for excellence. While the school’s history and successes are substantial, they have not been achieved without creativity and hard work. EQAO data are an important component of Masonville’s school improvement plan. Each fall, all teachers analyze and discuss the EQAO results, recognizing that success is the mandate of the entire school, not only specific grades. Teachers take the time to drill down to individual skills and skill areas. The staff also analyze information relevant to gender achievement and English language learner results and discuss appropriate materials and teaching strategies for these and other groups. Areas of strength and need are identified and incorporated into the school improvement plan.



Joyce Tonner (principal), Suzanne Ryan

As an example of the variety of strategies used to assist student growth, “Tea for Two” provides an opportunity for reluctant readers in Grades 1 and 2 to visit the principal and read and discuss stories. A sticker system is used to motivate children. It culminates in a tea party with a real tea set and hot chocolate. This simple strategy gives struggling children positive reinforcement and allows the principal to keep a finger on the pulse of student progress.

“Literacy Launch” builds school unity and gauges the level of writing in all grades. Every child is instructed in proper letter writing before composing a letter. A school-wide profile emerges depicting the strengths and weaknesses in both writing in general and in formal letter writing. This challenge unifies the school, provides a range

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Joyce Tonner, principal

“It’s all about relational interactions across staff, parents and the community.

With the child as the focus, literacy and reasoning float on the dialogue that begins with trust and relationships.”

Joyce Tonner, principal

of writing skills and functions as a jumping-off point for instruction. Certain letters are posted in the school trophy case, confirming that literacy is important to the culture of the school.

Masonville takes advantage of its proximity to various learning institutions to support its programs. College, university, faculty of education students and Masonville graduates bring a dynamic and varied influence to the school.

Masonville makes an effort to maintain relevant and contemporary technology. The goal is not to make the technology an end in itself but to use and track it in a fluid manner. Since technology can facilitate literacy, it is woven into the fabric of learning. Every class has a Smart Board, which becomes a centring point for group activities. At Masonville, for students with cellphones, teachers promote proper usage

are encountering difficulties or exceeding expectations. Every student is part of an atmosphere of excitement about learning.

Masonville has enjoyed tremendous success over the years. Students score well above the board and provincial averages on all EQAO assessments. While this school enjoys many demographic benefits, it also nurtures a culture of excellence that is based on the positive relationships that support the growth of each student. Its successes have withstood the test of time, and the staff work hard on a daily basis to continue this journey.

Principal Tonner adds: “It’s all about relational interactions across staff, parents and the community. With the child as the focus, literacy and reasoning float on the dialogue that begins with trust and relationships.”



Masonville Public School

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	50%	49%
Male	50%	51%
English language learners	9%	4%
Special education needs	0%	6%
Born outside Canada	9%	8%
First language learned at home other than English	18%	8%

Mother Teresa Catholic School

BRUCE-GREY CATHOLIC DISTRICT SCHOOL BOARD

Student population: 228; Grades: JK–8; Principal: Nola Collins

Mother Teresa School in Walkerton serves 228 kindergarten to Grade 8 students, most of whom take the bus to school. Mother Teresa has experienced declining enrolment over the past five years, as many of its families have moved due to changes in their employment.

The staff at Mother Teresa set high expectations for their students and support them because they believe all children can learn and achieve success. They work collaboratively to ensure this happens.

The Catholic School Council supports the school in its various activities. Monthly newsletters encourage parents to become involved in planned activities, and many volunteers assist with the breakfast club and read with students whenever they are needed.

Mother Teresa has a very successful early-intervention program. Junior kindergarten students can attend an early-years clinic one year before they start school. In partnership with Public Health, students get an informal speech and language assessment to determine their level of receptive and expressive language. Their oral language skills are also assessed so that appropriate supports will be available before and when they start school.

In late August, the school assessment team examines the initial EQAO data to pinpoint areas of strength and areas that need improvement. They also review the board assessment data and report card data to monitor student growth over time and determine next steps. The individual reports provided by EQAO are scrutinized to inform school improvement planning.

When the team finishes this process, they share the information with all the staff. The staff then hold divisional meetings, and use the data provided to establish their targets. Once the school

improvement plan is in place, teachers identify students at risk and develop and set up strategies across the divisions to close gaps and improve student achievement. Throughout the year, the staff monitor their students' progress and adjust the targets as required.

In addition to EQAO data, the school uses system-level assessment data to track all students, giving special attention to students at risk. The staff administer PM Benchmarks and DRA throughout the year and allocate supports such as educational assistants according to the needs revealed by the assessments.

Principal Nola Collins states: "Data provide the facts at a given time, and from this data we can see successes and gaps. It helps us to program and deliver quality instruction to individual groups and allow all to progress. A variety of data should be used and cross referenced. It is an ongoing process that ensures the student is the focus and that there is growth over time."

Mother Teresa has shown improvement over time in closing the gender gap by utilizing the data from the EQAO reporting process. Teachers examined the Student Questionnaire data and surveyed boys in the classroom to determine their interests. They then put in place strategies to engage boys in reading and writing, such as buying graphic novels and non-fiction

books. Using the available classroom and board data, the staff tracked progress and monitored students until they met the targets.

The reading recovery teachers supported the Grade 1 students who needed focused instruction. Students in Grades 2 and 3 who needed more help also received this focused instruction for six to eight weeks. Once students finished this block of instruction, the staff reassessed them and gave them new targets. Teachers focused on linking reading and writing to build skills in making connections and inferencing, questioning and oral language.

The teachers also wanted the students to enjoy reading, so the school purchased a variety of materials to engage their interest. They organized book fairs to give students the opportunity to choose their own books and encouraged them to discuss with each other the books they were reading.

Another successful strategy is the use of success criteria to improve writing skills. Teachers examined the EQAO writing exemplars with their students. They used these as models to



Nola Collins (principal)

"A variety of data should be used and cross referenced. It is an ongoing process that ensures the student is the focus and that there is growth over time."

Nola Collins, principal

co-construct the criteria for success so students would understand what good writing looks like. Using these samples, teachers demonstrated how to identify the level of the writing pieces, providing clear, descriptive feedback.

As a result of this process, students understand the next steps needed to improve their writing. Students were also given the opportunity to assess each other and do think-pair-share activities to build confidence. Using this gradual release of responsibility from the teachers to the students, the writing skills improved, and students became much more confident in their ability to write.

The staff have scheduled literacy blocks and keep interruptions to a minimum. Teachers can collaborate during planning time, sharing strategies, best practices and resources. They also work together in their professional learning communities (PLC) to better understand the curriculum and the needs of their students. They continually hone their teaching skills to ensure their students meet expectations and provide accommodations where necessary. Common language

and assessment tools are modelled throughout all divisions, so students move from grade to grade encountering the same expectations.

Teachers feel supported and are comfortable taking risks by trying new instructional strategies. The board has a commitment to student success and provides professional development in focused instruction in literacy for teachers and principals. There is also financial support for schools to purchase materials and resources for staff to ensure all students will be supported and achieve success.

The administration and staff of Mother Teresa Catholic School are proud of their students' success. Principal Collins states: "We have very supportive and collaborative staff who care about the overall growth of each student and are willing to work together to provide the best academic, social and spiritual environment for the children. There is a shared belief that all students can achieve high standards, and our staff work with all partners to provide that opportunity."

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	29%	40%
Male	71%	60%
English language learners	0%	0%
Special education needs	41%	35%
Born outside Canada	0%	0%
First language learned at home other than English	0%	0%

"We have very supportive and collaborative staff who care about the overall growth of each student and are willing to work together to provide the best academic, social and spiritual environment for the children. There is a shared belief that all students can achieve high standards, and our staff work with all partners to provide that opportunity."

Nola Collins, principal



Mother Teresa School

Our Lady of Fatima Catholic School

NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD

Student population: 220; Grades: JK–8; Principal: Anthony D'Agostino

Our Lady of Fatima Catholic School is located in North Bay, Ontario, an area known for its tourism, as well as mining and forestry-related industries. A junior kindergarten to Grade 8 school, it takes great pride in its efforts to accommodate the unique needs of each student. Accordingly, it draws a diverse group of students, including a large Aboriginal population and a significant number of transfers from French Immersion and single-track French schools.



Rosemary Conlon, Samantha Andrusiak, Anthony D'Agostino (principal)

Gathering quality data is vitally important at this school. The annual school EQAO report provides objective information on the academic growth of the student population. It is an excellent companion piece with in-school assessment vehicles (DRI and CASI) and provides complementary checks and balances that highlight areas of strength and weakness.

Time on task is very important as teachers work to achieve goals, objectives and student growth. This begins with ensuring that children are present at school. Staff expend much effort in overcoming student absenteeism. Teachers and administrative staff use phone calls, follow-ups and parent meetings to remind parents and students that regular attendance is a critical factor in overall student success.

Our Lady of Fatima Catholic School has scored well above board and provincial averages for several years. It's difficult to believe that 10 years ago this was a turnaround school. Hard work, extensive in-service and teamwork have changed the culture of the school.

In examining all the initiatives that have brought about increased excellence, a lot of credit can go to having a full day, every day, for junior and senior kindergarten. Teachers are unanimous in their praise of the opportunities this affords children. Without compromising the chances for play and social interaction, teachers can provide focused interaction that is heightened by a literacy-rich environment. The full days are the compensating factor that allows many children who lack basic skills when entering the school environment to catch up. It bodes well for the gains they can make in the primary division.

Boys' performance in reading and writing was quite high. In addition to the preschool experiences, careful expenditures on materials that appeal to boys, such as relevant non-fiction, have paid dividends.

Each year, this school examines its statement of understandings and beliefs so that the staff can revisit their identity and then formulate their school improvement plan. From this plan they set SMART goals. This plan is always a working document that teachers refine in order to accommodate the children's needs. The faith component is evident throughout their identity statement and is tangibly apparent in the school's breakfast program. With full stomachs, the students are better able to concentrate on their studies.

The strategies used at Our Lady of Fatima Catholic School begin with tracking boards of all students, designating their achievement levels from 1 to 4. These boards profile each student. A visual aid for teachers, they continually give rise to professional discussion, because in this school, all children are the responsibility of all teachers. The entire school celebrates

“At Our Lady of Fatima Catholic School, there is a clear emphasis on higher levels of literacy and numeracy learning and achievement. The warm and inviting Catholic culture and tone of the school reflects high expectations for students and has created ideal conditions for students to learn.”

Tony D'Agostino, principal



Our Lady of Fatima School

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	45%	52%
Male	55%	48%
English language learners	0%	0%
Special education needs	40%	28%
Born outside Canada	5%	0%
First language learned at home other than English	0%	0%

the love of literacy. All teachers work to provide extra guided reading periods. Then with the data accumulated through observations and tracking boards, Grades 3 and 6 teachers provide a little extra momentum to move these Level 2 students to Level 3, which is the provincial standard.

The entire school puts an emphasis on higher-level thinking skills, open-ended questions and digging deeper in their solutions to problems. Teachers include EQAO questions to give the children exposure to these types of questions. The staff do this in all grades and in all disciplines. They make use of anchor charts, teacher modelling, peer discussion and class-moderated marking to create a rich and valuable experience for students.

Strong literacy and numeracy programs are of paramount importance at this school as well. The staff teach literacy in large, uninterrupted blocks of time. Perhaps because of their turnaround experiences, they are motivated and willing to take risks in any endeavour that will benefit their students. Our Lady of Fatima is the lead school in a junior-division collaborative inquiry math project. Staff meetings are held school-wide and are all student-focused. A literacy support person is available

to assist the teachers. Also, principals receive half a day of professional development per month. The staff are aligning their professional growth with the needs of the students and work together as a team.

This is a welcoming school with an open-door policy for parents. The staff hold open houses and give parents suggestions on how to make healthy snacks for children and how to keep them active at home. School and class newsletters provide more news and information. The goal of developing a love of literacy is stressed in several book fairs during the year and through a school-sponsored summer reading and writing program.

Our Lady of Fatima Catholic School has proven to be an environment where students can achieve success. The staff have developed a culture of co-operation, industry and excellence, all in a caring manner.

Principal Tony D'Agostino states: "At Our Lady of Fatima Catholic School, there is a clear emphasis on higher levels of literacy and numeracy learning and achievement. The warm and inviting Catholic culture and tone of the school reflects high expectations for students and has created ideal conditions for students to learn."

Pinewood Public School

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

Student population: 201; Grades: JK–8; Principal: Max Bernauer

Pinewood Public School is a junior kindergarten to Grade 8 school that serves the northern Ontario community of Dryden. Tourism and pulp and paper are the cornerstones of the Dryden economy.

With 201 students, Pinewood draws from a nearby First Nation reserve and surrounding schools that participate in a fine arts program for Grades 6, 7 and 8. These students study core subjects on a compressed timetable (two-thirds of the day) and then take part in differentiated instruction in music, drama and visual arts. Pinewood has traditionally scored higher than the board and province on EQAO assessments, in the primary and junior divisions.

Sound educational decisions to best serve the needs of every student are based on the collection of data from various sources, most prominently from EQAO. Each year the entire staff investigate their results to ascertain areas of strength and areas needing improvement. Staff and administration rely on their board's data warehouse and the results from the EQAO student questionnaire in their school improvement planning. Recently, reading for meaning and probability, and data management, emerged as areas of need in EQAO results and in teachers' classroom observations.

Administration and staff put strategies in place to address these needs when they developed their school effectiveness plan, in conjunction with the board strategic improvement plan. Professional Learning Communities proved to be an excellent vehicle to facilitate change, bringing together teachers of similar grades for input, discussion and professional development on strategies relevant to areas of need.

Teachers then returned to their classrooms and used new instructional and assessment strategies. Collaborative marking within their learning community groups completed the cycle. Teachers feel that this activity is critical to providing a common, accurate understanding of what constitutes various levels of performance, including excellence. To foster understanding of Ministry curriculum expectations, teachers use past EQAO assessments for sample questions. Not only are they developing sophistication in understanding levels of performance, but students are also taking part in peer evaluation to become familiar with question types so they can improve their work.

Teachers at Pinewood believe in setting high expectations for their students. Student-led conferences provide a venue to present personal work portfolios to parents. These portfolios contain a variety of student work and reflect the students' goals and achievements.

Pinewood School believes that EQAO assessments are more than an annual event for Grades 3 and 6 teachers. The staff see it

as a continuous process in which all teachers take ownership of student achievement. For example, Grades 5, 6, and 7 teachers are participating in a collaborative math project that focuses on problem solving and the inquiry process. A board numeracy resource teacher administers EQAO-type questions, and a group of teachers works toward cooperative solutions and presents their solutions to other groups. Teachers then take what they learn about coaching, inquiry, modelling, reporting and problem solving back to their classrooms.



Front row: Shannon LeClerc, Laura Salinas
Back row: Christy Scime, Caryl Hron, Max Bernauer (principal)

Teachers direct efforts at growth and development toward all students, and those children encountering academic difficulties are the focus of a variety of strategies. In the primary division, reading recovery is offered to Grade 1 students not progressing in literacy development. Teachers establish benchmarks to allow for at-risk children to be quickly identified and placed in focus groups that highlight small-group instruction and comprehension.

This school is quick to draw upon all available resources to assist students. The Ministry-sponsored collaborative inquiry project provides a Smart Board and stresses the engagement of Grade 1 boys. In the intermediate division, several schools have embarked on a project involving interactive novel studies and games. E-mail communications with other schools on assigned materials allow students to share ideas, forward blogs and participate in chat rooms with predictions and discussions on chapters. Literacy and technology are merging to reinforce each other and motivate students.



Pinewood Public School

The administration and staff of Pinewood School have an open-door policy for parents and invite their input and participation. They are fortunate to be able to meet parents at the many presentation evenings that showcase the fine arts disciplines.

Fine arts teacher Christy Scime says: “This is the opportunity for the children to show what they can do—they have a chance to show how smart they are.”

What emerges as a commonality in the initiatives undertaken at Pinewood School is an effort to find all the educational pieces through the data gathered and plan a course of action that fits all the pieces together coherently. The staff then work together as a team on behalf of every child. This school has enjoyed many

successes, including its EQAO results—which can be attributed to focus, communication, good data, creativity, risk taking and team collaboration.

Principal Max Bernauer states: “I think these educational components are inextricably linked. A positive impact on student achievement must begin with an examination of data that informs instruction, and subsequently guides school improvement planning. This examination and planning must take place in light of Ministry expectations and the board’s strategic improvement plan. Once all components are properly considered, the planning must be transferable to the classroom, where teachers must be able to apply what needs to be done in order to foster student success.”

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Max Bernauer, principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	40%	68%
Male	60%	32%
English language learners	0%	0%
Special education needs	50%	10%
Born outside Canada	0%	0%
First language learned at home other than English	0%	0%

Shakespeare Public School

AVON MAITLAND DISTRICT SCHOOL BOARD

Student population: 206; Grades: JK–6; Principal: David Allely

Shakespeare Public School is a junior kindergarten to Grade 6 school with a stable student population of 206. The successes enjoyed at Shakespeare are reflected in a steady climb in EQAO assessment results over the years.

To appreciate the success story of Shakespeare School, it is necessary to understand the culture of the school. It has always been a place with a warm and welcoming atmosphere, where everyone values the dignity of all the students. The staff, although small in number, take pride in knowing each child and meet frequently to discuss students, their needs, their difficulties and their progress. Teachers are constantly refining and changing curriculum methodology and teaching strategies to be more effective.

The annual release of EQAO results has a considerable impact on the curriculum taught at Shakespeare School. Each September, all staff analyze the overall results and compare them to the school's previous scores and to the board and provincial results. Staff then examine individual questions, analyze gender performance and search for trends and areas of weakness.

Each year the assessment results yield some areas of concern for staff. These areas then become the focus for a professional learning community. Last year's results were scrutinized with the hope that student performance in fractions and decimal problem solving would show strong results, since this was an area of concentration from the previous year. The staff found that students still had difficulty solving multi-step problems. This skill is now the focus for next year.

Principal David Allely says: "This is typical of what we try and do here—get down to the nitty gritty and do something about it. In this school, no one works in isolation."

One of the strategies employed that staff credit with positively affecting student achievement is the creation and use of T-charts. Shakespeare School selects a component from the School Effectiveness Framework and an indicator of effectiveness. The staff devise checklists of observable growth in the class and evidence that indicates student accomplishment.

T-charts are then posted in the classrooms and in the staffroom. Teachers meet frequently to discuss progress, and where necessary, make slight changes. Staff develop T-charts as everyone becomes more exposed to the indicators of effective schools. Teachers can more effectively articulate the language of instruction, and students become more actively involved in their learning, because they understand what they need to do to be successful.



David Allely (principal), Susan Browning and Judy Campbell

Shakespeare is a Math Pilot School. The cycle of instruction begins with diagnostic assessments, which lead to appropriate teaching strategies and then to a summative assessment. As teachers work through this progression, they share and discuss successful strategies a great deal. They develop gradually sequenced lessons on several topics for all grades.

Important to teachers within this learning progression is consistent language. Terminology used in the primary division is consistent with that used in the junior division. This avoids confusion and provides logical transitioning as students move through the grades.

This initiative resulted in excellent capacity-building opportunities for staff, along with detailed sequential lessons on various math topics throughout the grades, complete with diagnostic and formative assessments and anchor charts. These topics and lesson continuums were placed in Legacy Binders that are organized by topic and division and are accessible to all teachers.

"This is typical of what we try and do here—get down to the nitty gritty and do something about it. In this school, no one works in isolation."

David Allely, principal

“This is how we do business—all staff are in.”

David Allely, principal

In this school, the formula for success is constant staff communication, respect for everyone’s input and agreement on all decisions.

The teachers are not new to the school, so they are familiar with all the students. Also, although the school is small, the students experience the benefits of a larger school. All teachers are involved in clubs or sports, giving them a chance to get to know the students in a different context. The children take part in intramural sports, chess teams, the school band and musicals, which provide them with a rich educational experience.

Teachers thoroughly discuss all students, but especially those with special needs. They take great care to ensure these children are appropriately grouped and that they have many opportunities for their learning every day. They direct special attention to

transitions. All staff and the special education teacher are involved in class placements at Shakespeare, and they meet with the senior elementary personnel as the students transition to secondary schools.

Shakespeare has been described as a “gentle” school, where mutual respect is a benchmark. Students are valued, and their personal and educational well-being is the prime goal. The principal and entire staff work as a unit to fulfill this goal. Daily discussion, commitment, transparency, openness and risk taking characterize their efforts. Their individual energies blend to create a synergy that works for a common purpose. Every staff meeting has school improvement on the agenda. The teachers are a team, a large professional learning community that breaks into smaller units for various durations to find answers and solutions. They are constantly striving to enhance their effectiveness.

Shakespeare Public School has enjoyed tremendous successes on its EQAO assessments and should be commended. The staff will continue to work and strive with the same synergy and unity of purpose, because, as principal David Allely states, “This is how we do business—all staff are in.”



Shakespeare Public School

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	57%	41%
Male	43%	59%
English language learners	0%	0%
Special education needs	18%	15%
Born outside Canada	0%	4%
First language learned at home other than English	0%	4%

St. John Fisher Catholic School

ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

Student population: 297; Grades: JK–8; Principal: Stephen DeGurse

St. John Fisher Catholic School in the town of Forest serves 297 students from kindergarten to Grade 8, 90 percent of whom take the bus to school. The demographics have remained constant over the past five years, with a small decline in student population. Most students who enter junior kindergarten graduate from the school.

A very active school council works hard volunteering in the classrooms and supports the efforts of the staff to ensure student success. As well, the staff send home monthly newsletters to keep parents informed about various activities. The school plays a central role in Forest, hosting many community events.

The teachers at St. John Fisher Catholic School are a cohesive, committed, hard-working team, who view school improvement as a shared responsibility. Continuing the tradition established by the previous principal Jean Mantha, the staff meet at the end of August to review and analyze the new EQAO data to discover what the students' strengths and areas of need are and to establish school goals for the improvement plan. The staff focus on the open responses in reading, writing and mathematics. Using the EQAO data—and data gained through their own diagnostic tests—teachers identify students who need concentrated support.

Using the Ontario Phonological Assessment (OPA), DRA and Running Records early in the year, staff meet in their professional learning community to develop strategies and assessment tools to help the students at risk. These students are closely monitored to ensure they continue to make progress.



Stephen DeGurse (principal), Jean Mantha (previous principal)

“The key to our success is the highly motivated staff. They are receptive to new initiatives and willing to take risks with their new learning. The teachers work collaboratively and cohesively and share their expertise and new ideas with each other. All of the teachers and support staff continually show a high level of commitment to the students and demonstrate sincere care and enjoyment of working at the school. The parents in the community trust the staff are providing an exemplary education for their children and show support of their teaching.”

Stephen DeGurse, principal

In these professional learning community meetings, staff collaborate to develop strategies and assessment tools that all divisions can use. This ensures students will become familiar with the language and question format used in the provincial assessment.

A very successful initiative St. John Fisher staff took helped to improve the literacy skills of the boys. They purchased resources for every classroom library to ensure there was a variety of genres to interest the boys. Magazine drives provided incentives for boys who subscribed to magazines, and parents received tips and suggestions to promote reading at home.

Another successful strategy used at the school involved using the OPA to target students early in senior kindergarten. This early intervention revealed which students had weak oral skills. Staff used this data to help close the gap for students who were lacking in specific language skills. The teachers targeted the students' oral language before they challenged them to write, using a variety of strategies developed in release time, provided by the board. Staff also developed many read-aloud activities that promoted oral language as well as reading skills. This student-centred approach ensured that each child would have the necessary supports in place to progress.

Because of this early intervention, the school has experienced improved results. Continued collaboration with grade partners and divisions ensures that each child's progress is monitored through the grades.

"Bump It Up Walls" was another strategy staff used to involve students in their own learning process. Using student work, teachers model and demonstrate how to score and improve a written passage. Students can then assess each other. This gradual transfer of responsibility from teachers to students has been very successful.

In addition to giving tips to students, teachers use persuasive writing, graphic organizers and exemplars from EQAO to assist the students as they determine the strengths, weaknesses and next steps needed for each assignment. The staff also have access to the board's Web site, which shows exemplars and samples of its students' work.

To make the most of instructional time, the staff scheduled 100-minute literacy blocks and 60-minute mathematics blocks into the timetable for the whole school. This assists the teachers to plan and teach meaningful lessons. Common language and assessment tools are modelled through all divisions, ensuring that students move from grade to grade with common expectations. Teachers use their professional learning communities to collaborate with each other, take risks and ask the hard questions.

The teachers also collaborated with the district numeracy/literacy advisers, sharing teaching strategies, activities, ideas and



St. John Fisher Catholic School

best practices. Teacher Juliette Pearson states: "Administration has created an environment where teachers feel comfortable and know they are supported. We feel confident as we try new strategies and know that whatever the result, we will be supported through the process. As a result of this support, there is an atmosphere of mutual respect and trust among the staff."

Principal Stephen DeGurse states: "The key to our success is the highly motivated staff. They are receptive to new initiatives and willing to take risks with their new learning. The teachers work collaboratively and cohesively and share their expertise and new ideas with each other. All of the teachers and support staff continually show a high level of commitment to the students and demonstrate sincere care and enjoyment of working at the school. The parents in the community trust the staff are providing an exemplary education for their children and show support of their teaching."

"Administration has created an environment where teachers feel comfortable and know they are supported. We feel confident as we try new strategies and know that whatever the result, we will be supported through the process. As a result of this support, there is an atmosphere of mutual respect and trust among the staff."

Juliette Pearson, teacher

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	48%	38%
Male	52%	62%
English language learners	0%	0%
Special education needs	21%	27%
Born outside Canada	0%	12%
First language learned at home other than English	0%	0%

21st-Century Skills

21st-Century Skills

BACKGROUND

EQAO develops and administers high-quality province-wide assessments in Ontario. An important part of this work is to investigate and report on trends that will enable the agency to continue to report useful information to educators and the public in a world-class manner. 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.

Many countries have identified the acquisition of 21st-century skills as critical to providing students with meaningful and engaging school experiences and preparing them for their future life and workplace demands. Various groups of educators, policymakers, government leaders, representatives of businesses and technology firms and others have attempted to identify and describe these critical skills to meet the needs of the next generation of learners. One of the most prominent groups is a coalition called the Partnership for 21st Century Skills.

EQAO's Board of Directors, in developing its strategic directions for the agency to 2014, identified two Canadian articulations of 21st-century skills as reference points: one by the Conference Board of Canada and the other by the Ontario Ministry of Training, Colleges and Universities (MTCU). These skills are also referred to as employability skills, essential skills or basic literacy skills. Furthermore, the Board of Directors committed to having the agency use these reference points to examine EQAO's elementary and secondary assessments to determine which literacy (reading and writing) and numeracy (mathematics) data gathered through the assessments and tied to *The Ontario Curriculum* allow insights into the attainment of 21st-century skills by elementary and secondary school students.

Consequently, in 2010, EQAO reported results for the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT) in relation to the 21st-century skills to enhance its reporting incrementally. With the present document, EQAO has started reporting results for the primary and junior Assessments of Reading, Writing and Mathematics in relation to the same skills.

The Conference Board of Canada and the MTCU have identified several essential 21st-century skills that students must develop in order to be prepared for their futures—skills that apply to the workplace and everyday life. The skills can be organized into six categories: communication; numeracy; critical thinking and problem solving; information management; interpersonal skills; and personal management. An examination of the *Framework* for the primary and junior Assessments of Reading, Writing and Mathematics reveals that, currently, there is a link between the assessments and some of the learning outcomes associated with four skill categories: communication, numeracy, critical thinking and problem solving, and personal management (attitudes and behaviours).

It is important to note that the 21st-century skills identified by the Conference Board of Canada and the MTCU are essential skills that high-school graduates must possess to be successful in the workplace and everyday life. The acquisition of these skills occurs on a learning continuum that begins in the elementary grades. The primary and junior assessments gauge the extent to which students are performing at the provincial standard (Level 3 on a four-level scale) articulated in *The Ontario Curriculum*. Consequently, this report provides information on the progress elementary students are making toward the acquisition of 21st-century skills expected by the end of Grade 12.

For each of the four 21st-century-skill categories (communication, numeracy, critical thinking and problem solving, and personal management [attitudes and behaviours]), the following charts demonstrate the links among the associated learning outcomes, the numeracy and literacy skills assessed by the primary and junior Assessments of Reading, Writing and Mathematics and EQAO data.¹

¹ The skill categories and their associated learning outcomes have been adapted from those given by the Conference Board of Canada (2010) and the Ministry of Training, Colleges and Universities (2010).

I. Communication

21ST-CENTURY LEARNING OUTCOMES	LITERACY SKILLS ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2007–2011
- Communicate clearly and correctly in the written form - Respond to written text in a manner that ensures effective communication	In the writing component of the test, students are given multiple-choice questions and are prompted to write three types of text. Through their responses, students demonstrate their ability to develop, support and organize ideas in a coherent manner in order to communicate them clearly and correctly.	1) Overall achievement results 2) Average percentage of students at top scores (Codes 30 and 40) for topic development for writing tasks averaged over the past five years
Read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)	In the reading component of the test, students use reading strategies to interact with a variety of fiction and non-fiction reading selections to construct an understanding of the meaning of the texts, to demonstrate their understanding of explicit and implicit meanings and to connect their understanding of the text to their personal knowledge and experience.	1) Overall achievement results 2) Average percentage of students at top scores (Codes 30 and 40) for open-response questions in reading

2. Numeracy

21ST-CENTURY LEARNING OUTCOMES	MATHEMATICS SKILLS AND PROCESSES ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2007–2011
- Execute mathematical operations accurately - Decide what needs to be measured or calculated - Use relevant mathematical knowledge and skills to explain or clarify ideas	Students are expected to apply several cognitive skills and mathematical processes or procedures in five strands. Students are also expected to select and apply a variety of procedures, connect mathematical ideas, select and use a variety of types of reasoning and communicate their thinking in writing using mathematical language and conventions.	1) Overall achievement results 2) Average percentage of students at top scores (Codes 30 and 40) for open-response questions related to the skill of application 3) Average percentage of students who were successful on multiple-choice questions in mathematics

3. Critical Thinking and Problem Solving

21ST-CENTURY LEARNING OUTCOMES	LITERACY SKILLS ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2007–2011
• Apply a systematic approach to solve problems • Use a variety of thinking skills to solve problems • Analyze ideas and information to draw conclusions and make judgments	Students are expected to analyze ideas and information presented in reading selections and respond to questions that require them to make interpretations and justify them.	1) Percentage of students at top score (Code 40) for open-response questions in reading
	MATHEMATICS SKILLS AND PROCESSES ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2007–2011
	Students are expected to select and adapt a variety of strategies to solve problems. They are expected to solve problems by designing and following an effective and complete process to draw appropriate conclusions. To be successful, they need to identify all important elements of the problem and their relationships and to provide supporting evidence for their responses.	1) Average percentage of students at top scores (Codes 30 and 40) for open-response questions related to the skill of problem solving 2) Average percentage of students successful on multiple-choice questions related to the skill of problem solving 3) Student questionnaire data: learning strategies

4. Personal Management: Attitudes and Behaviours

21ST-CENTURY LEARNING OUTCOMES	LITERACY SKILLS ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2007–2011
• Show interest, initiative and effort • Feel good about themselves and be confident	Students are expected to demonstrate the reading and writing skills required by <i>The Ontario Curriculum</i> up to the end of Grade 3 or 6 and connect their literacy skills to daily life.	1) Student Questionnaire data: attitude and behaviours related to reading and writing
	MATHEMATICS SKILLS ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2007–2011
	Students are expected to demonstrate the mathematical skills required by <i>The Ontario Curriculum</i> up to the end of Grade 3 or 6 and connect their mathematical learning to daily life.	1) Student Questionnaire data: attitude and behaviours related to mathematics

AN EXAMINATION OF 21ST-CENTURY SKILLS

The following information from the primary and junior Assessments of Reading, Writing and Mathematics provides indications of how Ontario elementary school students are progressing toward acquiring the 21st-century skills described above.

1. Communication

Primary and Junior

Since 2007, more than 60% of Grade 3 students have met or exceeded the provincial standard in reading. In writing, the percentage of students who have met or exceeded the provincial standard has increased from 64% in 2007 to 73% in 2011. Since 2007, the percentage of Grade 6 students who have met or exceeded the provincial standard has increased from 64% to 74% in reading and from 61% to 73% in writing. Students performing at or above the provincial standard have demonstrated the required literacy skills and are beginning to acquire the 21st-century skills related to communication (writing clearly, correctly and effectively, and understanding information presented in a variety of forms).

Over the past five years,

- on average, more than one-third of Grade 3 students have reached the top scores (Codes 30 and 40) for topic development on the short- and long-writing tasks. However, in 2011, only one-fifth of students received the top scores for topic development on the short-writing tasks.
- approximately one-third to one-half of Grade 6 students reached the top scores (Codes 30 and 40) for topic development on the long- and short-writing tasks.

Students who received the top scores were able to communicate clearly and effectively by organizing specific and relevant ideas and supporting details. The other students require continued support to ensure that they would become able to communicate effectively and develop clear, well-organized writing.

Over the past five years,

- on average, three-quarters of Grade 3 students have performed well on multiple-choice questions in reading, and, on average, fewer than one-third of students received the top scores (Codes 30 and 40) on open-response questions in reading.
- on average, three-quarters of Grade 6 students performed well on multiple-choice questions in reading, and more than a third, on average, received the top scores (Codes 30 and 40) on open-response questions in reading.

Students who performed well have shown that they are able to understand and respond to information presented in a variety of forms (narrative, informational, graphic) and to make connections by integrating the information and ideas in a reading selection with personal knowledge and experiences. However, a large percentage of students require continued support to make and develop interpretations of texts.

2. Numeracy

Since 2007, approximately two-thirds of Grade 3 students and approximately 60% of Grade 6 students have met or exceeded the provincial standard in mathematics. These students were able to apply their knowledge and skills in mathematics with considerable effectiveness and were beginning to acquire the 21st-century skills related to numeracy (perform mathematical operations accurately, decide what to measure or calculate, and explain or clarify mathematical thinking).

Over the past five years,

- on average, close to three-quarters of Grade 3 students have performed well on multiple-choice questions assessing knowledge and understanding, and more than one-half have performed well on multiple-choice questions and received the top scores (Codes 30 and 40) on open-response questions assessing the application of mathematical concepts.
- on average, two-thirds of Grade 6 students have performed well on multiple-choice questions mapped to knowledge and understanding and slightly fewer than two-thirds have performed well on multiple-choice questions related to the application of mathematical concepts. On average, fewer than one-half of students have reached the top scores (Codes 30 and 40) on open-response questions related to the application of mathematical concepts.

These Grade 3 and Grade 6 students have been able to select and use relevant mathematical knowledge and computation strategies, make connections among key concepts and represent their mathematical thinking. The other students require continued support in understanding relationships among mathematical concepts and communicating their mathematical thinking.

3. Critical Thinking and Problem Solving

Students who performed at or above the provincial standard (Level 3) on the primary or junior Assessment of Reading, Writing and Mathematics were progressing toward the acquisition of the 21st-century skills related to critical thinking and problem solving (apply a variety of thinking skills and a systematic approach to solving problems, and analyze information to make judgments and draw conclusions).

Over the past five years,

- for most open-response questions in reading, fewer than 10% of Grade 3 and Grade 6 students have received a Code 40. The percentages for Grade 6 were slightly larger than for Grade 3. These students were able to justify their reasoning with specific, accurate and relevant ideas and information from the reading selection; however, a large percentage of students require continued assistance in supporting their interpretations of texts.
- on average, more than one-half of Grade 3 and Grade 6 students performed well on multiple-choice questions assessing problem solving in mathematics, and more than one-third received the top scores (Codes 30 and 40) on open-response questions related to problem solving. In 2011, however, more than one-half of Grade 6 students received the top scores. These students were able to select and use problem-solving strategies to determine a solution and support their thinking. The other students require continued support in solving multi-step problems and representing their mathematical thinking.
- Grade 3 and Grade 6 students have performed better on questions assessing the mathematics skills of knowledge and understanding and of the application of mathematical concepts than on the questions assessing the skill of problem solving.

In 2010,*

- the Student Questionnaire data showed that approximately two-thirds of Grade 3 and Grade 6 students indicated that they use the following learning strategies most of the time when working on a mathematics problem: reading the whole mathematics problem first to make sure they know what they are supposed to do and checking their answer to see if it makes sense. Approximately one-half of Grade 3 and one-third of Grade 6 students reported each of the following: they think about the steps they will use to solve the problem and they check their work for mistakes.
- more females than males stated that they use these learning strategies most of the time when they are working on a mathematics problem.

4. Personal Management: Attitudes and Behaviours

More than 90% of Grade 3 and Grade 6 students responded to the Student Questionnaires, which gather information on such topics as students' attitudes toward their reading, writing and mathematics learning. Schools are encouraged to use this contextual data when reviewing achievement data to inform their decisions for targeting strategies and resources for student improvement.

Between 2007 and 2011, the Student Questionnaire data have shown that*

- approximately two-thirds of Grade 3 students indicated each of the following: that they felt they are good readers and that they like to read. However, in 2011, only one-third of Grade 3 students indicated that they felt they are able to understand difficult reading passages. One-half of Grade 3 students indicated that they felt they are good writers, and the same proportion, that they like to write; fewer than one-half, that they felt they are able to communicate their ideas in writing.
- approximately two-thirds of Grade 6 students indicated that they felt they are good readers, approximately one-half indicated that they like to read; however, in 2011, only one-third of students indicated that they felt they are able to understand difficult reading passages. Approximately one-third of Grade 6 students indicated each of the following: that they felt they are good writers, that they like to write and that they felt they are able to communicate their ideas in writing. The percentages of Grade 6 students indicating a positive attitude toward reading and writing are slightly smaller than those among Grade 3 students.
- in both grades larger percentages of females than males indicated that they felt they are good readers and writers and that they like to read and write. The gap in favour of girls for these questionnaire items was slightly larger for Grade 6 than for Grade 3.
- approximately one-half of Grade 3 and Grade 6 students indicated that they like mathematics, and the same proportion indicated that they felt they are good at it. However, in 2010, only one-quarter of students stated that they felt they are able to answer difficult mathematical questions. The percentages of Grade 6 students indicating a positive attitude toward mathematics are slightly smaller than those among Grade 3 students.
- in both grades, more males than females indicated positive self-perceptions about their mathematics learning. The gap between male and female students' responses to questions about their attitudes toward mathematics was larger for Grade 6 than for Grade 3.

In 2010 and 2011,

- three-quarters of Grade 3 students and more than two-thirds of Grade 6 students indicated that they read fiction, such as stories and novels, at least once a week outside school.
- more than one-half of Grade 3 students and close to two-thirds of Grade 6 students indicated that they read books, newspapers, magazines, and Web sites for information at least once a week outside school.

* Some items were added to the questionnaire in 2010 or/and 2011; for these items, results are available for only one or two years.

- approximately one-half of students indicated that they read every day or almost every day, and more females than males stated that they read the aforementioned materials at least once a week outside school.

In 2011,

- approximately one-third of Grade 3 students indicated that they write each of the following: stories; journal entries; and e-mail, text or instant messages outside school at least once a week. Fewer than one-quarter of Grade 6 students indicated that they write each of the following: stories and journal entries outside school at least once a week. But two-thirds indicated that they write e-mail, text or instant messages.
- more than three-quarters of the students indicated that they try to do their best during reading and writing activities in class.

Summary

Although the full-range of 21st-century skills is larger than what is discussed in this report, data from the primary and junior Assessments of Reading, Writing and Mathematics provide one indication of how Ontario elementary school students are progressing toward acquiring the 21st-century skills in communication, numeracy, critical thinking and problem solving, and personal management (attitudes and behaviours for lifelong learning). The findings suggest that many students are beginning to acquire these essential and enduring skills. However, the findings also suggest areas for consideration when providing support for students. These include

- using critical-thinking skills to solve multi-step problems;
- communicating ideas clearly, coherently and effectively;
- making real-life connections for applying numeracy and literacy skills and
- developing positive self-perceptions as readers, writers and mathematical thinkers.

The findings and areas for consideration in the 21st-century skills report for secondary students suggest that acquiring these skills occurs on a learning continuum that begins in the elementary grades. Ensuring that all students acquire these skills is therefore the responsibility of all educators from Grades 1 to 12. The 21st-century skills are enduring and have an impact on students' academic, personal and work lives. All students today—not only a select few—need to acquire them.

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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.

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	Mident	Board Name	Mident
Algoma DSB	28010	Nipissing-Parry Sound Catholic DSB	29017
Algonquin and Lakeshore Catholic DSB	67202	Northeastern Catholic DSB	29009
Avon Maitland DSB	66010	Northwest Catholic DSB	29041
Bluewater DSB	66001	Ottawa Catholic District School Board	67180
Brant Haldimand Norfolk Catholic DSB	67164	Ottawa-Carleton DSB	66184
Bruce-Grey Catholic DSB	67008	Peel District School Board	66125
Catholic DSB of Eastern Ontario	67172	Peterborough Victoria Northumberland and Clarington CDSB	67067
DSB of Niagara	66150	Rainbow District School Board	28029
DSB Ontario North East	28002	Rainy River DSB	28053
Dufferin Peel Catholic DSB	67083	Renfrew County Catholic DSB	67199
Durham Catholic DSB	67105	Renfrew County DSB	66214
Durham DSB	66060	Simcoe County DSB	66109
Grand Erie DSB	66168	Simcoe Muskoka Catholic DSB	67091
Greater Essex County DSB	66028	St. Clair Catholic District School Board	67040
Halton Catholic DSB	67113	Sudbury Catholic DSB	29033
Halton DSB	66133	Superior North Catholic DSB	29076
Hamilton-Wentworth Catholic DSB	67121	Superior-Greenstone DSB	28070
Hamilton-Wentworth DSB	66141	Thames Valley District School Board	66044
Hastings and Prince Edward DSB	66222	Thunder Bay Catholic DSB	29068
Huron-Perth Catholic DSB	67016	Toronto Catholic District School Board	67059
Huron-Superior Catholic DSB	29025	Toronto DSB	66052
Kawartha Pine Ridge DSB	66079	Trillium Lakelands DSB	66087
Keewatin-Patricia DSB	28045	Upper Canada DSB	66192
Kenora Catholic DSB	29050	Upper Grand DSB	66117
Lakehead DSB	28061	Waterloo Catholic DSB	67148
Lambton Kent District School Board	66036	Waterloo Region DSB	66176
Limestone DSB	66206	Wellington Catholic DSB	67130
London District Catholic School Board	67032	Windsor-Essex Catholic DSB	67024
Near North DSB	28037	York Catholic DSB	67075
Niagara Catholic DSB	67156	York Region DSB	66095

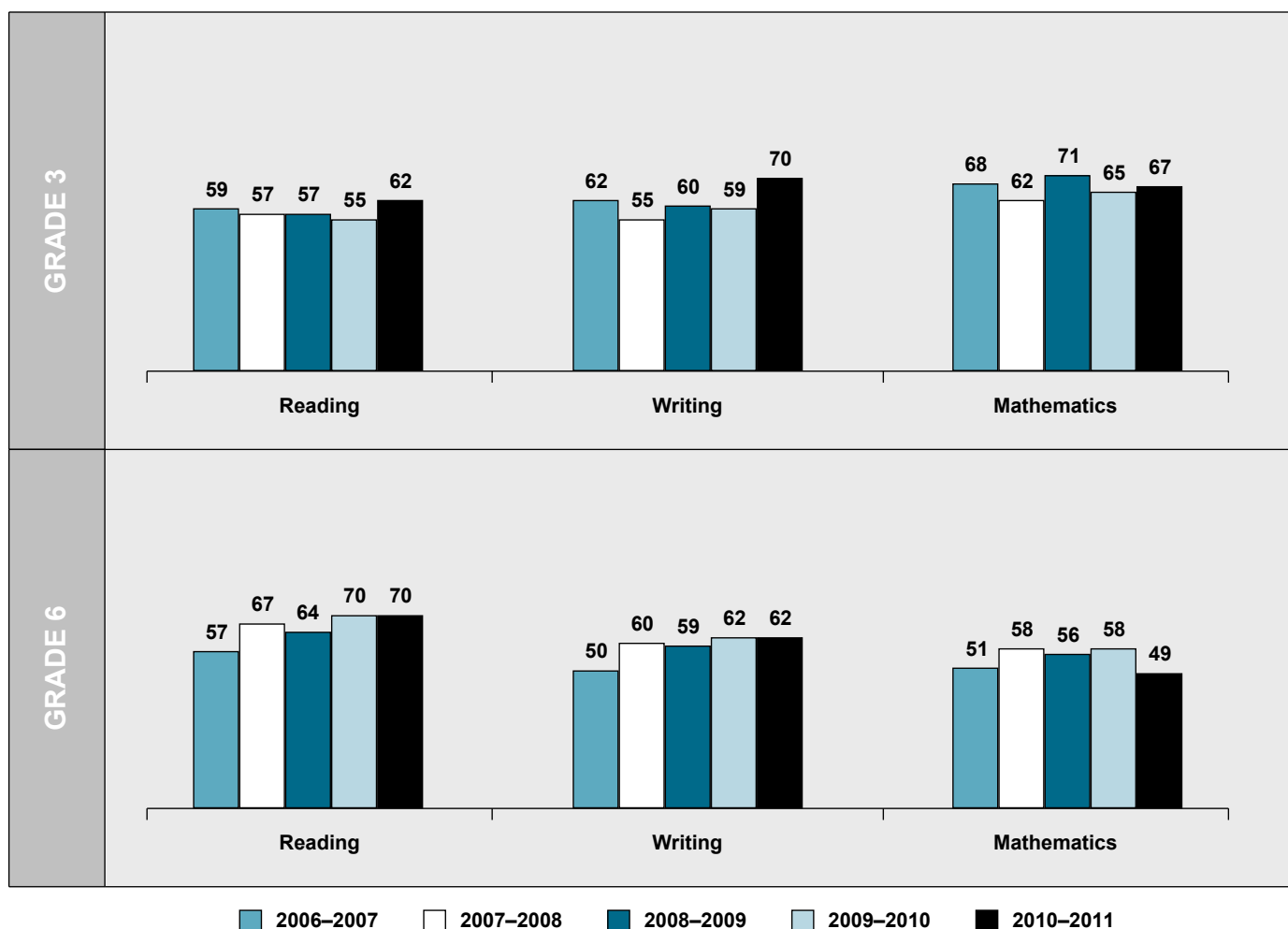
Board Name: Algoma DSB (28010)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	14%	21%
First language learned at home other than English	2%	2%
Number of schools	34	34

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	562	576	568	579	532
Grade 3 mathematics	614	624	623	640	624
Grade 6	804	766	740	639	641

*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**



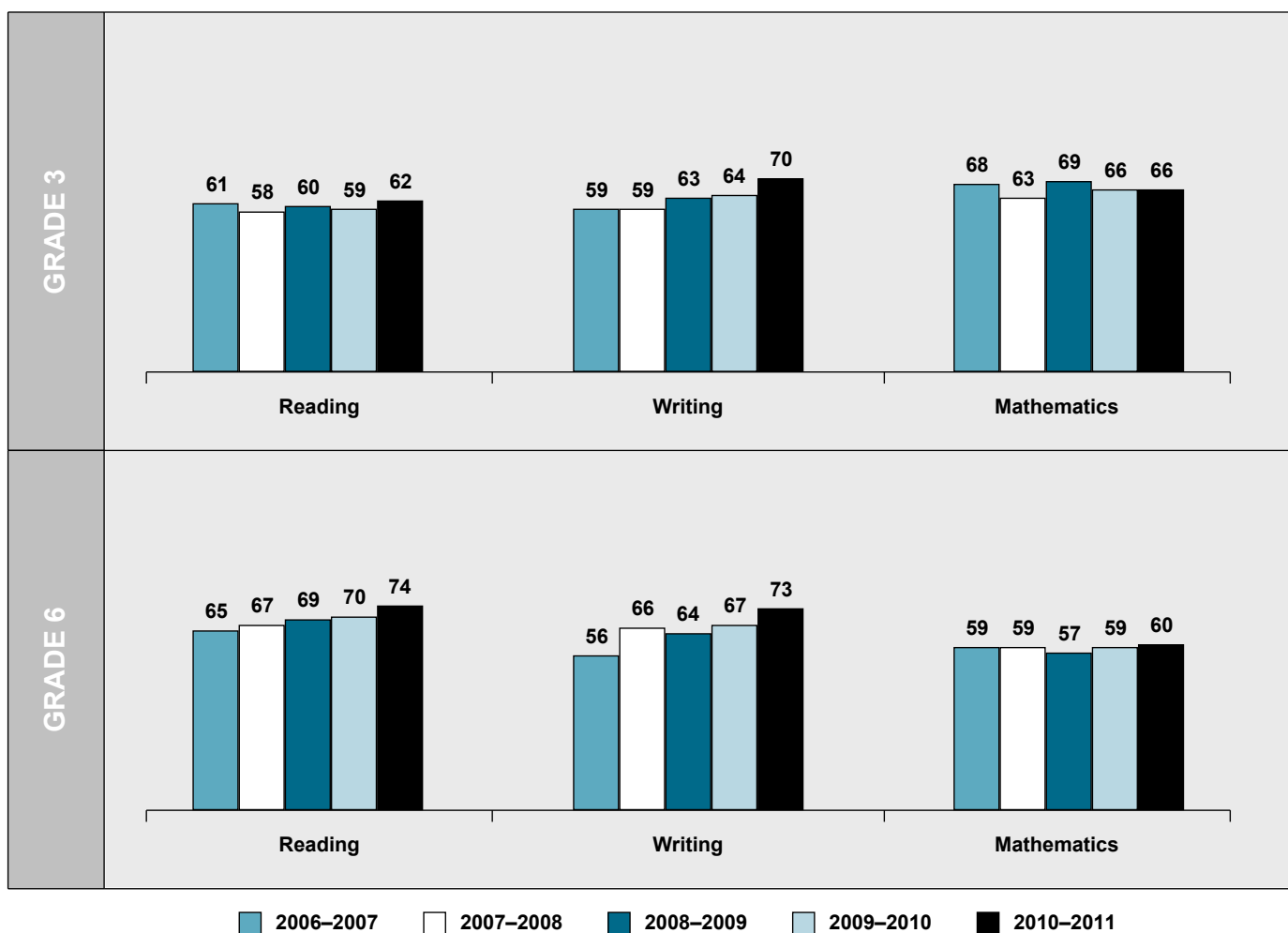
Board Name: Algonquin and Lakeshore Catholic DSB (67202)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	15%	23%
First language learned at home other than English	1%	2%
Number of schools	35	34

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	763	816	748	756	768
Grade 3 mathematics	763	816	748	756	772
Grade 6	926	896	781	792	811

*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**



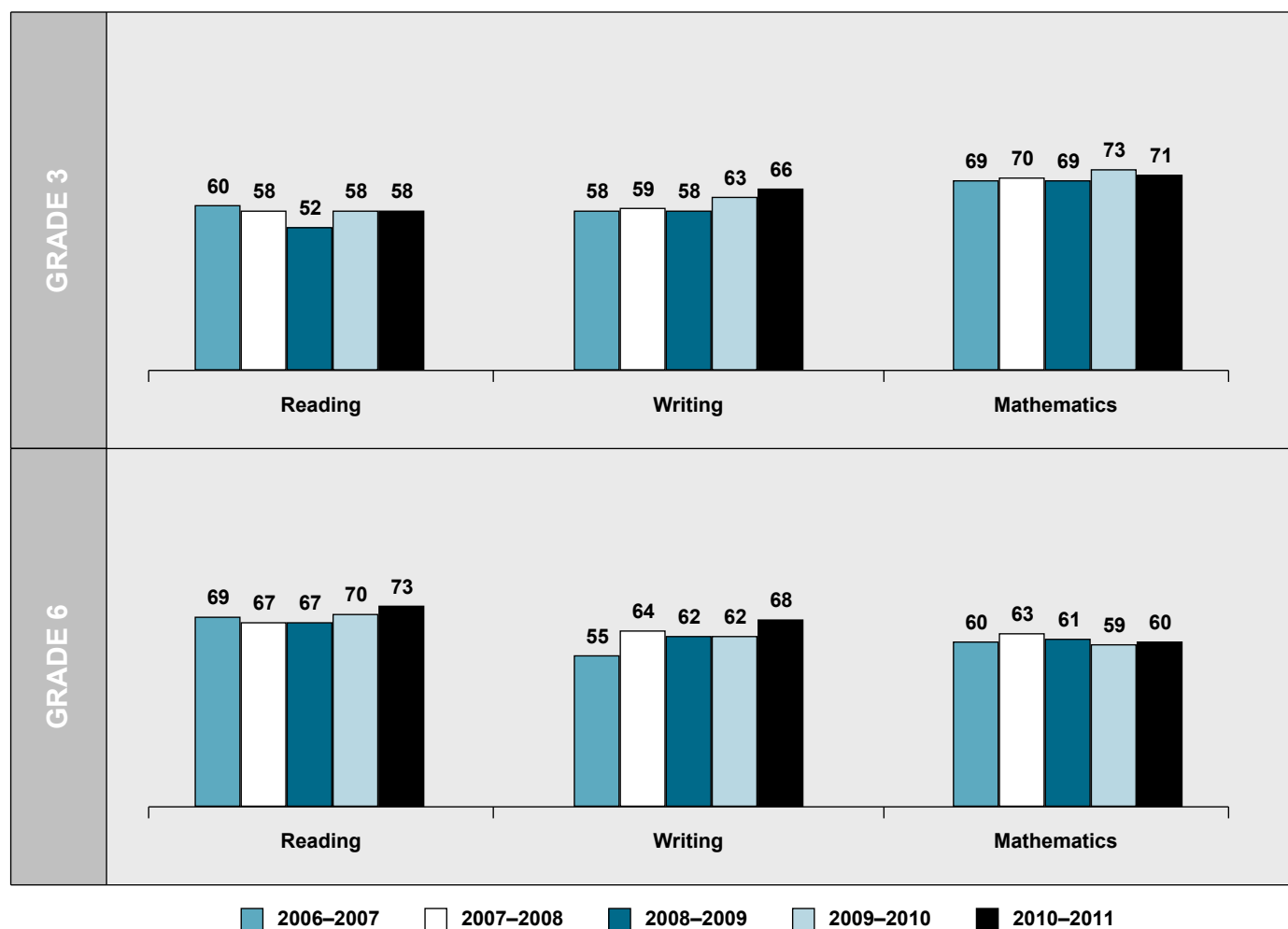
Board Name: Avon Maitland DSB (66010)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	1%
Students with special education needs (excluding gifted)	11%	15%
First language learned at home other than English	5%	4%
Number of schools	39	39

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 211	1 103	1 063	1 066	1 039
Grade 3 mathematics	1 211	1 103	1 063	1 066	1 039
Grade 6	1 300	1 229	1 125	1 208	1 106

*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**



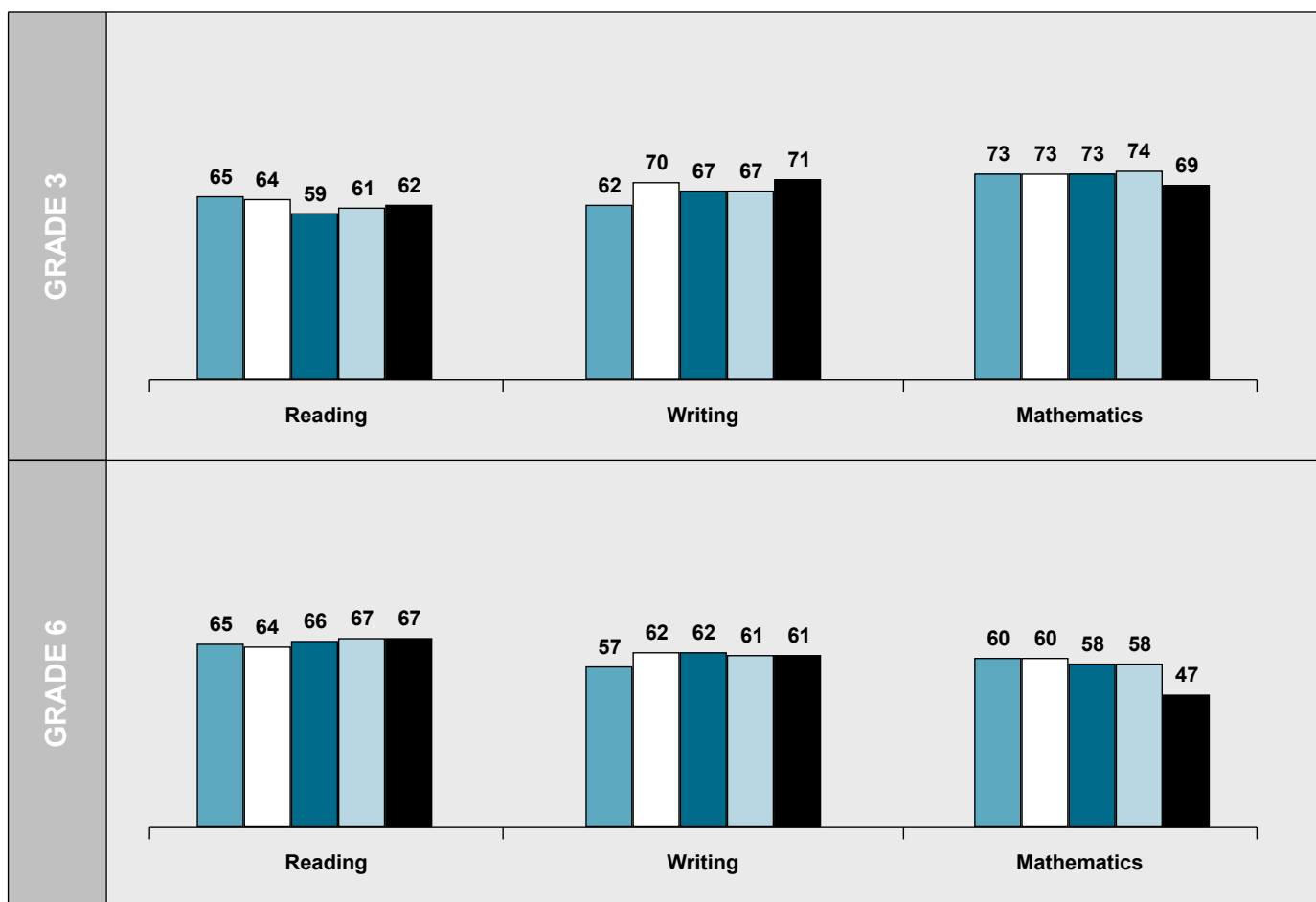
Board Name: Bluewater DSB (66001)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	21%	24%
First language learned at home other than English	1%	1%
Number of schools	39	38

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 298	1 189	1 141	1 209	1 082
Grade 3 mathematics	1 298	1 189	1 145	1 209	1 080
Grade 6	1 434	1 375	1 308	1 331	1 233

*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**



2006–2007 2007–2008 2008–2009 2009–2010 2010–2011

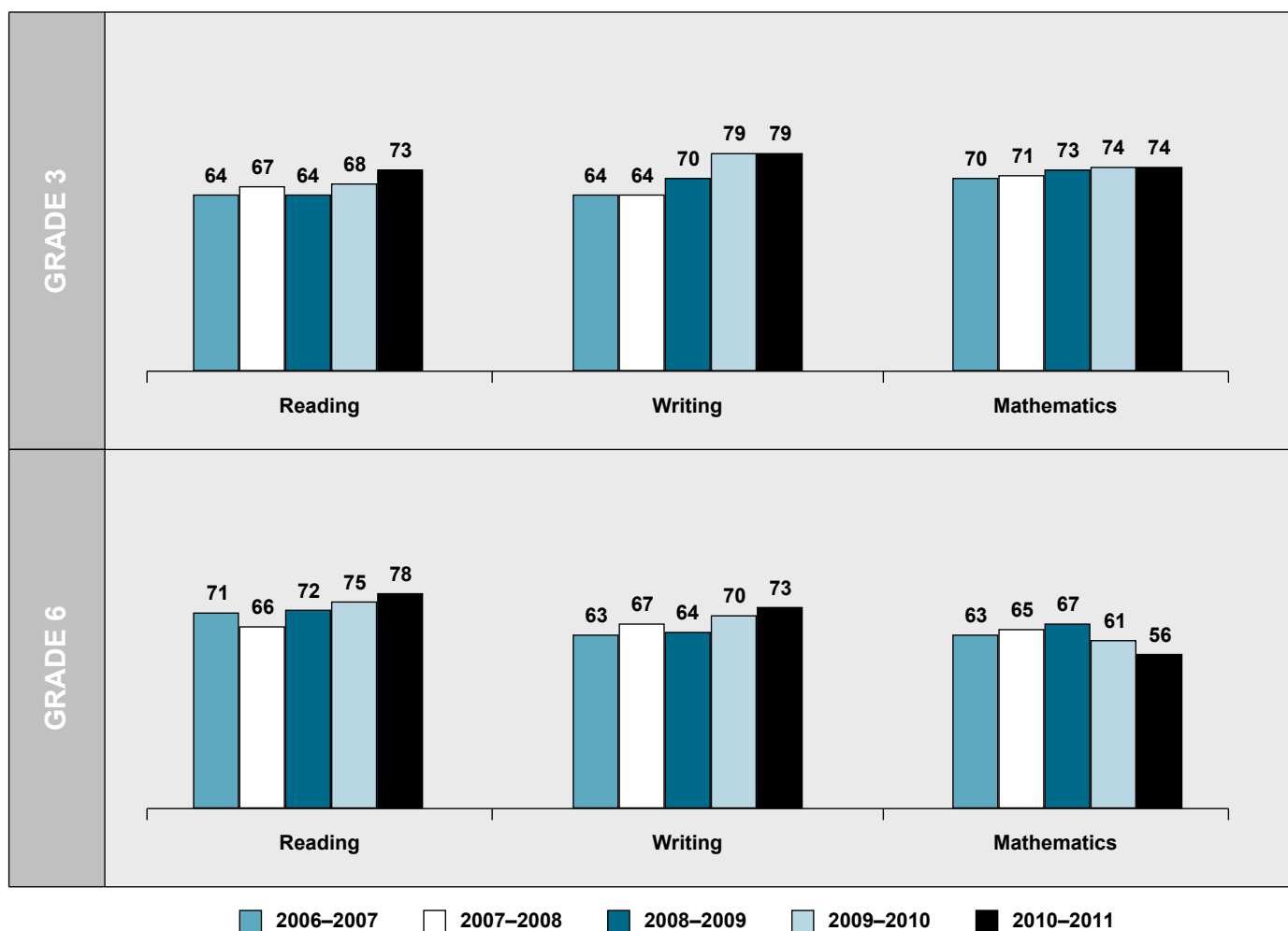
Board Name: Brant Haldimand Norfolk Catholic DSB (67164)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	<1%
Students with special education needs (excluding gifted)	15%	16%
First language learned at home other than English	<1%	<1%
Number of schools	31	31

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	727	735	684	694	655
Grade 3 mathematics	727	735	684	694	655
Grade 6	834	823	777	722	711

*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**



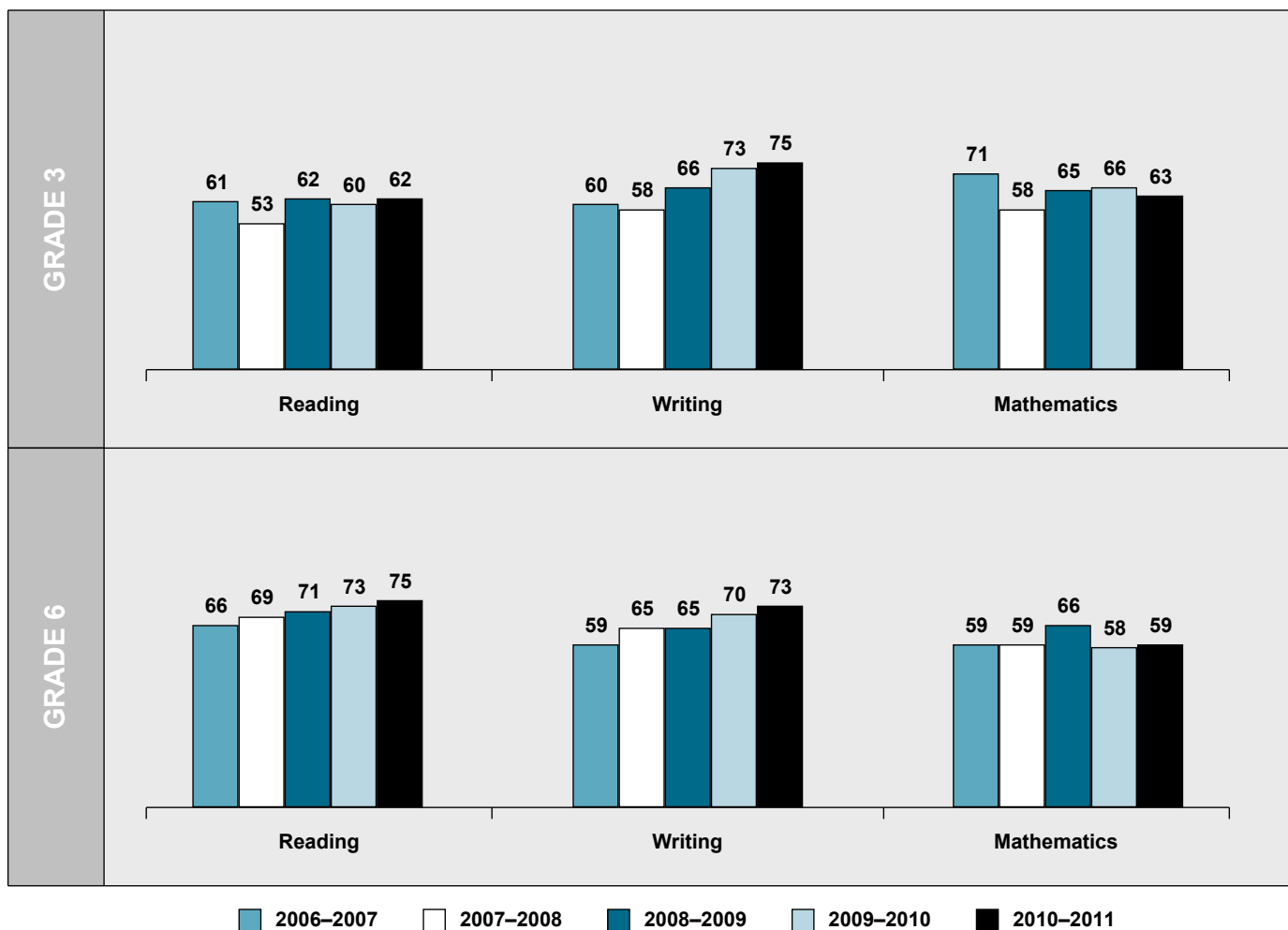
Board Name: Bruce-Grey Catholic DSB (67008)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	26%	23%
First language learned at home other than English	4%	2%
Number of schools	10	10

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	254	236	238	244	216
Grade 3 mathematics	254	236	238	244	216
Grade 6	250	279	245	263	244

*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**



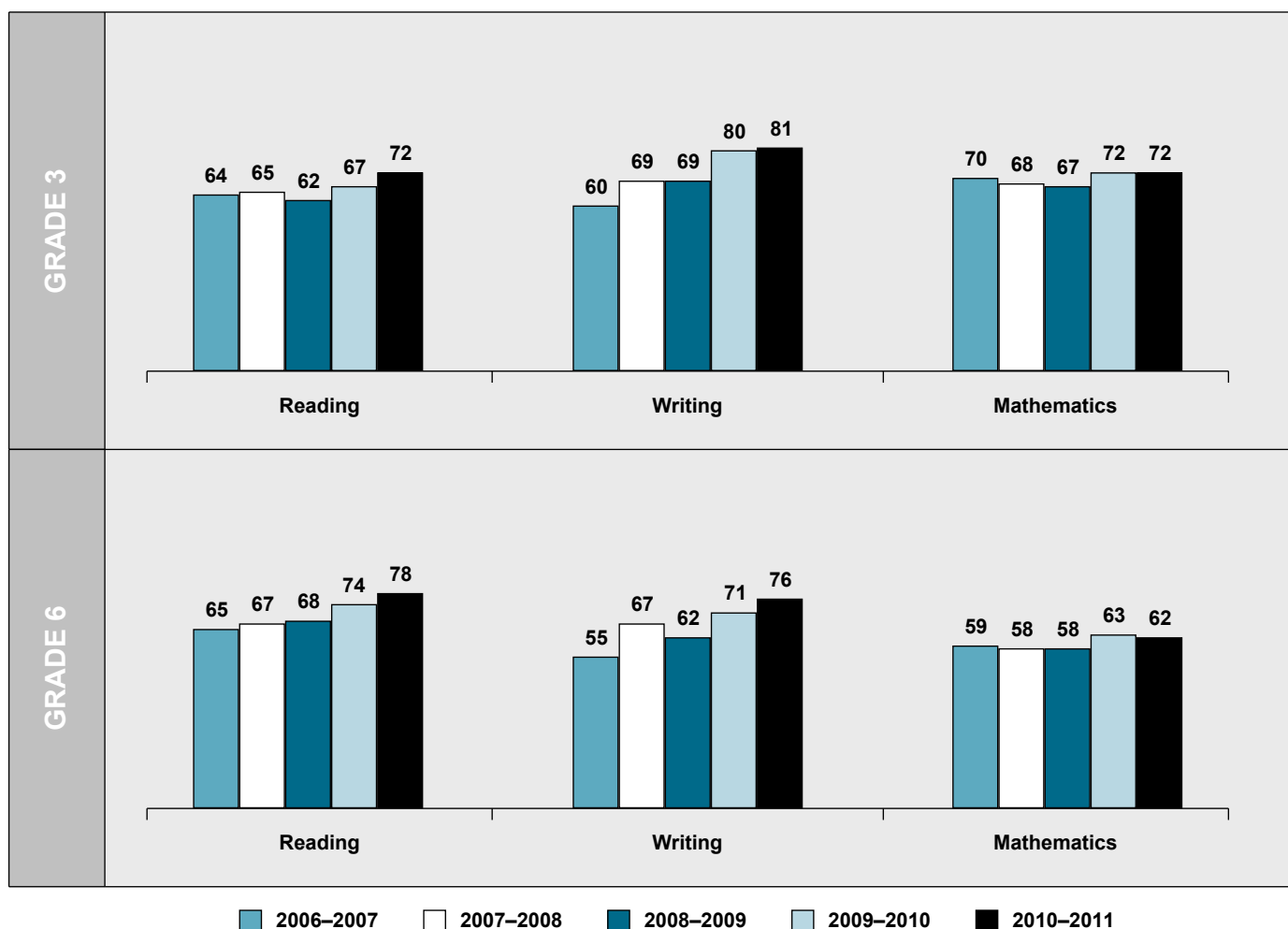
Board Name: Catholic DSB of Eastern Ontario (67172)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	35%	37%
First language learned at home other than English	2%	3%
Number of schools	29	29

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 028	999	937	953	860
Grade 3 mathematics	1 028	999	937	953	860
Grade 6	1 168	1 078	1 090	1 070	1 037

*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**



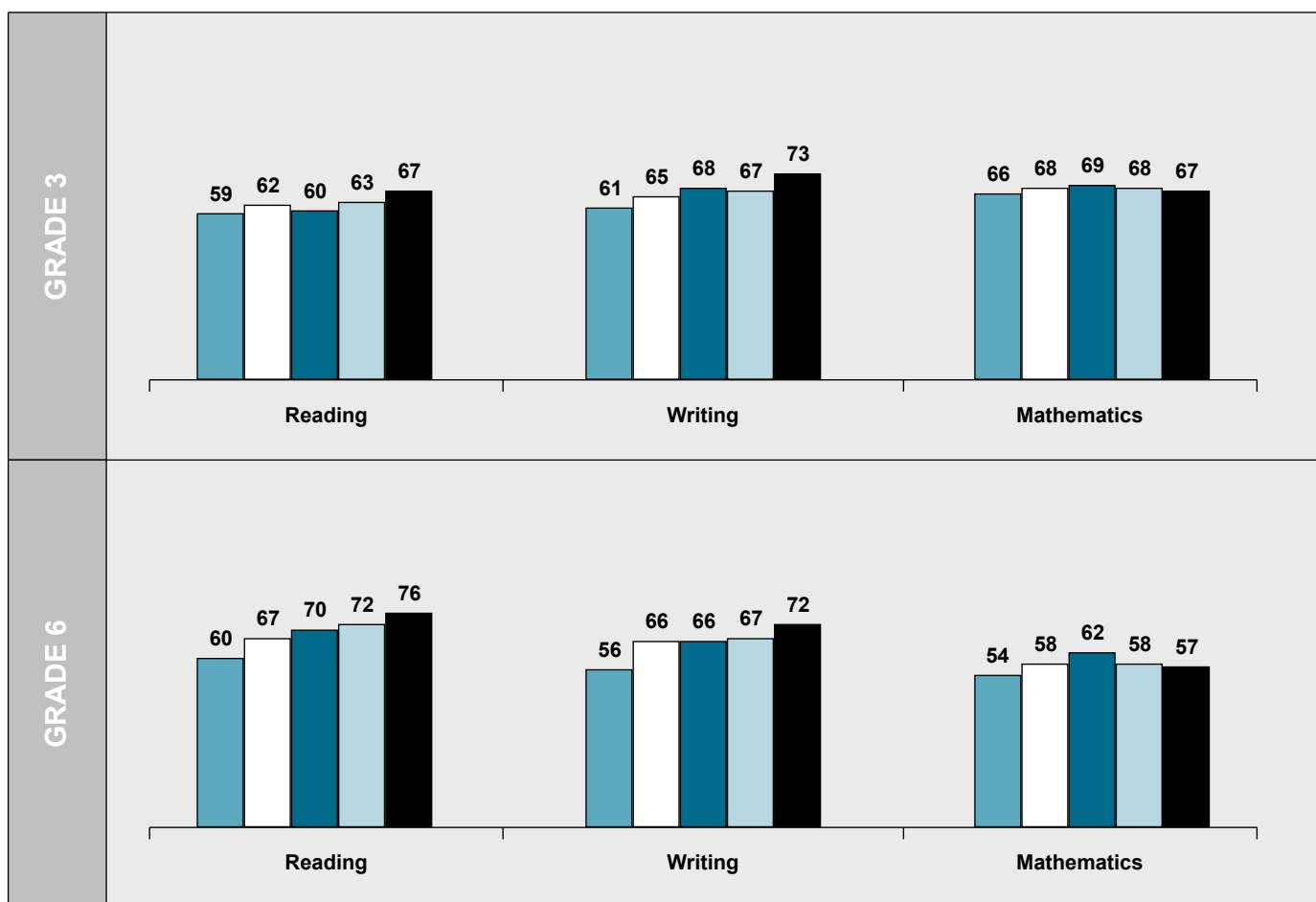
Board Name: DSB of Niagara (66150)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	4%
Students with special education needs (excluding gifted)	23%	23%
First language learned at home other than English	6%	6%
Number of schools	90	91

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	2 677	2 544	2 432	2 527	2 336
Grade 3 mathematics	2 677	2 544	2 432	2 526	2 336
Grade 6	3 090	2 901	2 755	2 758	2 604

*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**



2006–2007 2007–2008 2008–2009 2009–2010 2010–2011

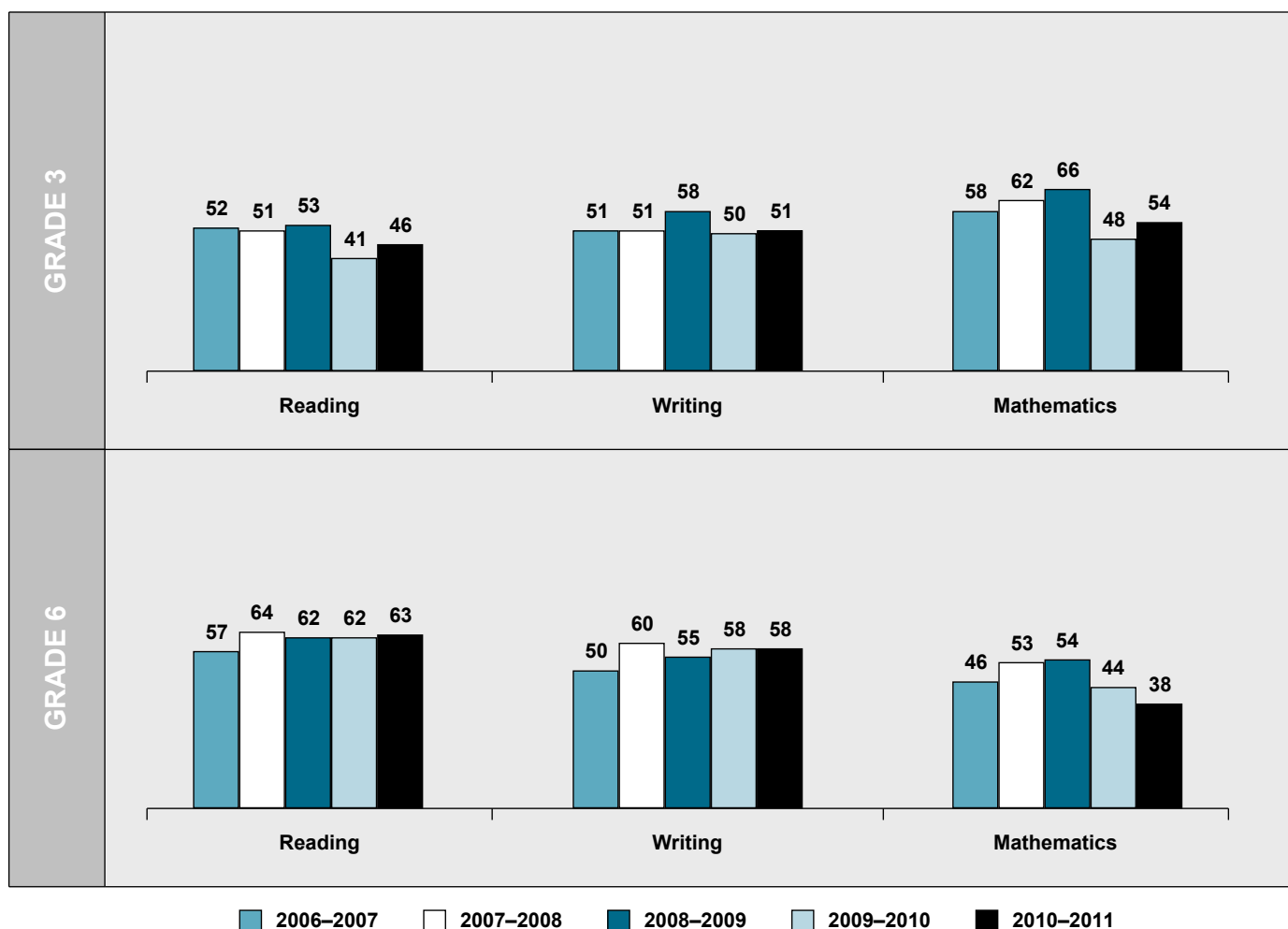
Board Name: DSB Ontario North East (28002)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	22%	21%
First language learned at home other than English	3%	3%
Number of schools	24	24

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	474	471	461	425	401
Grade 3 mathematics	474	471	461	425	401
Grade 6	520	530	518	470	471

*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**



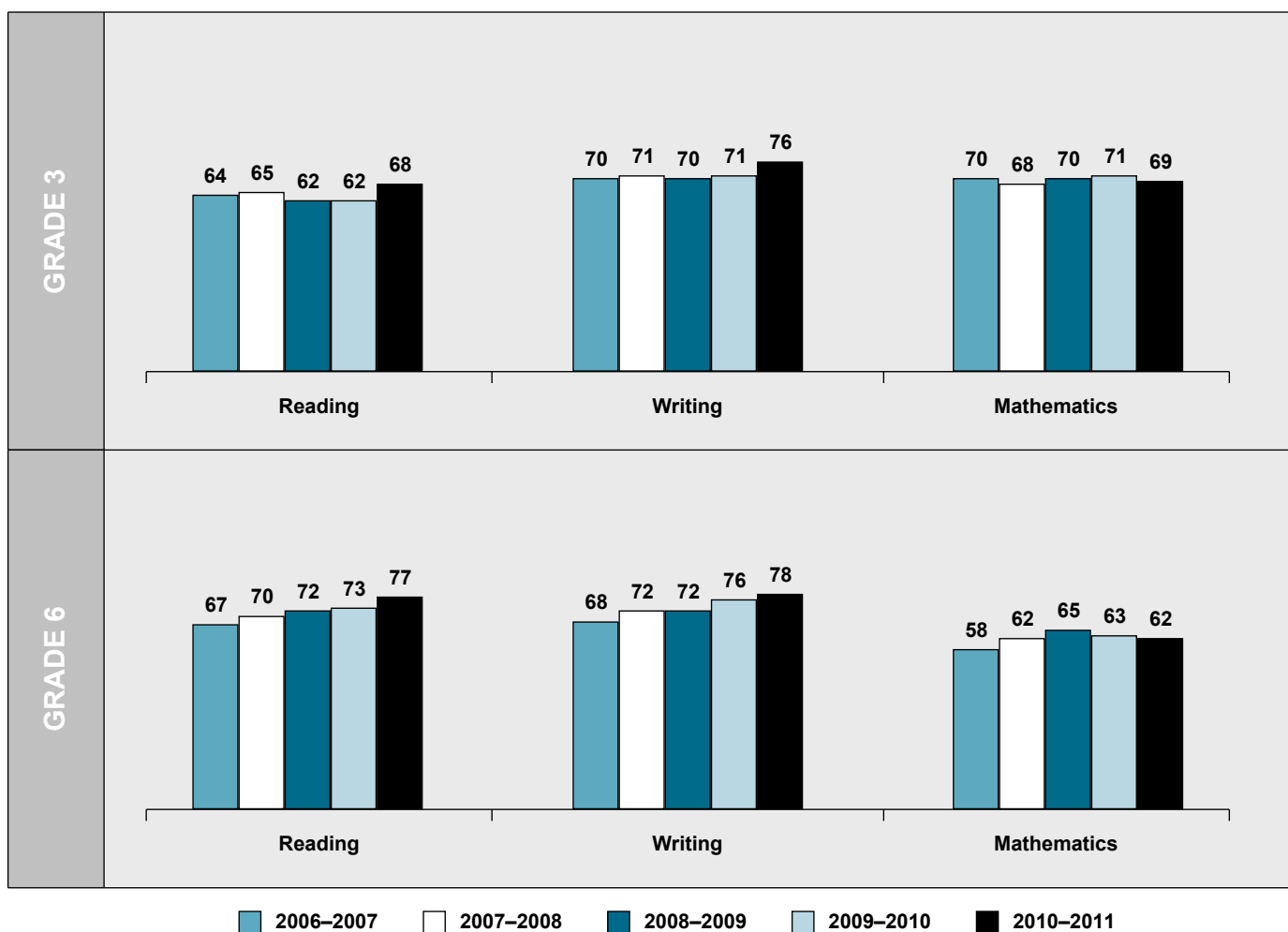
Board Name: Dufferin Peel Catholic DSB (67083)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	29%	13%
Students with special education needs (excluding gifted)	10%	14%
First language learned at home other than English	26%	21%
Number of schools	119	119

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	5 699	5 376	5 196	5 242	4 966
Grade 3 mathematics	5 699	5 376	5 196	5 242	4 965
Grade 6	6 506	6 378	5 968	5 923	5 672

*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**



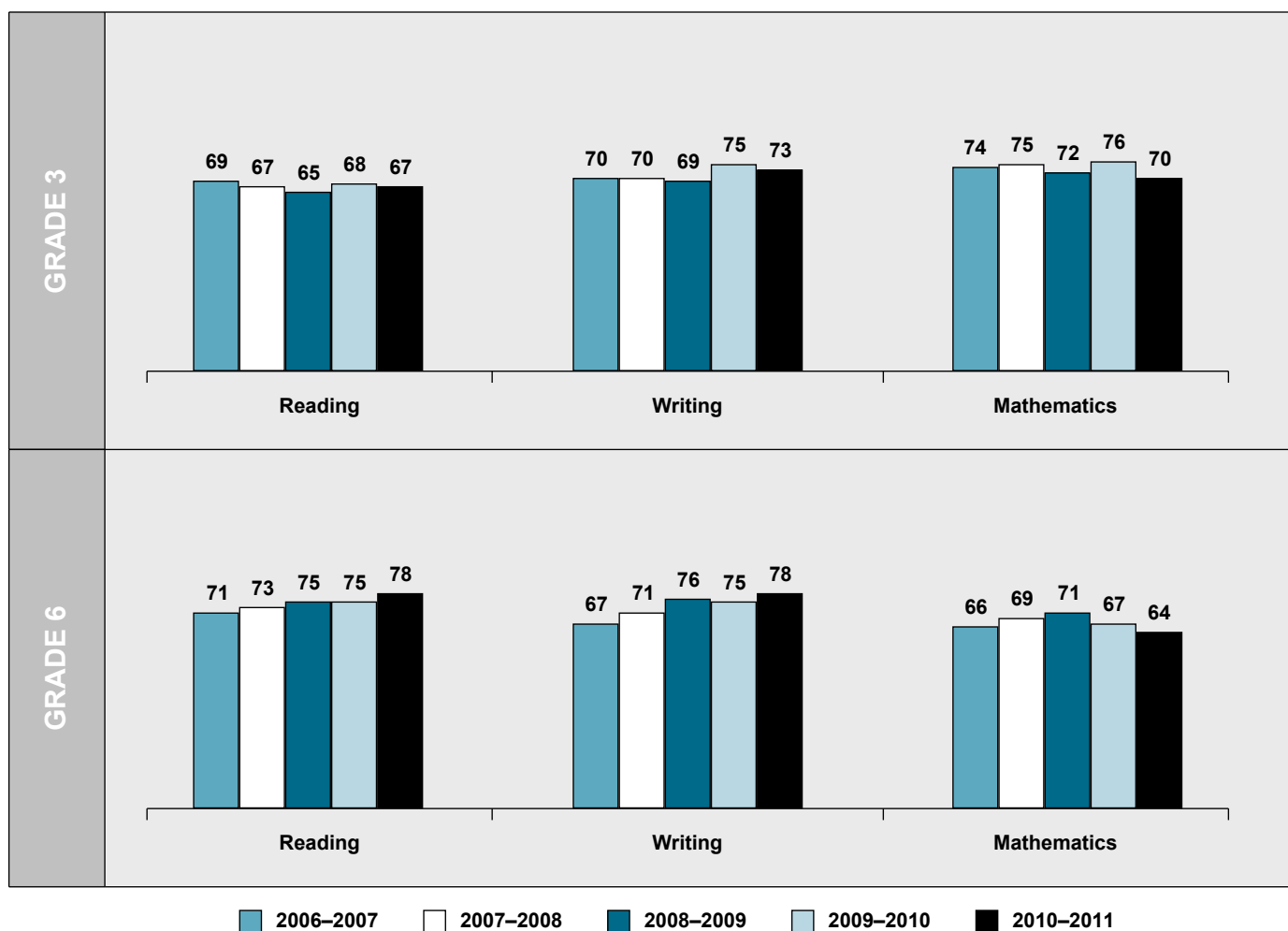
Board Name: Durham Catholic DSB (67105)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	13%	14%
First language learned at home other than English	4%	4%
Number of schools	39	39

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 593	1 562	1 483	1 516	1 439
Grade 3 mathematics	1 593	1 562	1 483	1 516	1 439
Grade 6	1 998	1 850	1 741	1 601	1 617

*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**



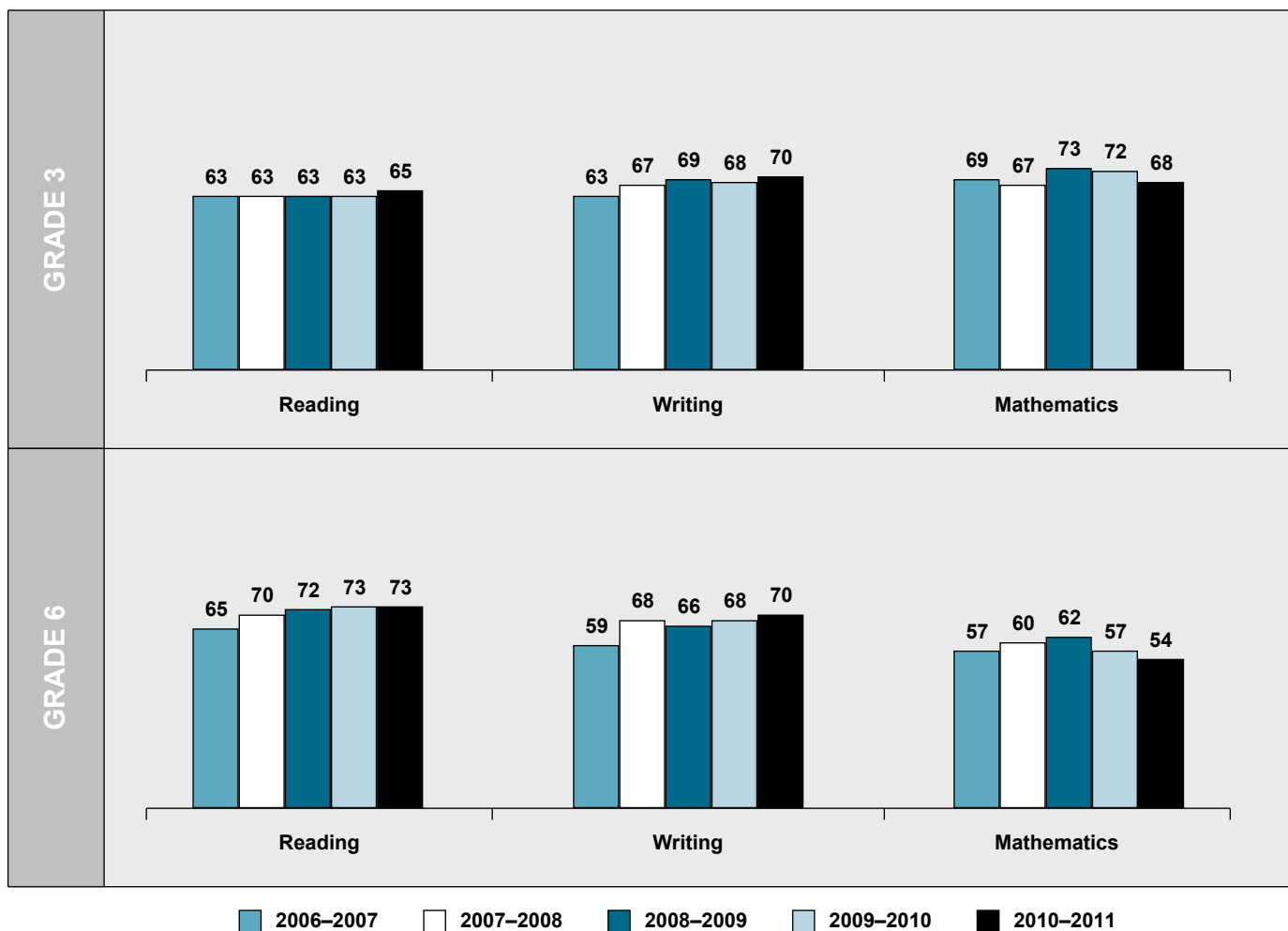
Board Name: Durham DSB (66060)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	6%	1%
Students with special education needs (excluding gifted)	14%	18%
First language learned at home other than English	7%	6%
Number of schools	108	108

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	4 142	4 103	3 926	4 098	3 863
Grade 3 mathematics	4 602	4 604	4 449	4 659	4 452
Grade 6	5 259	4 891	4 954	4 867	4 970

*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**



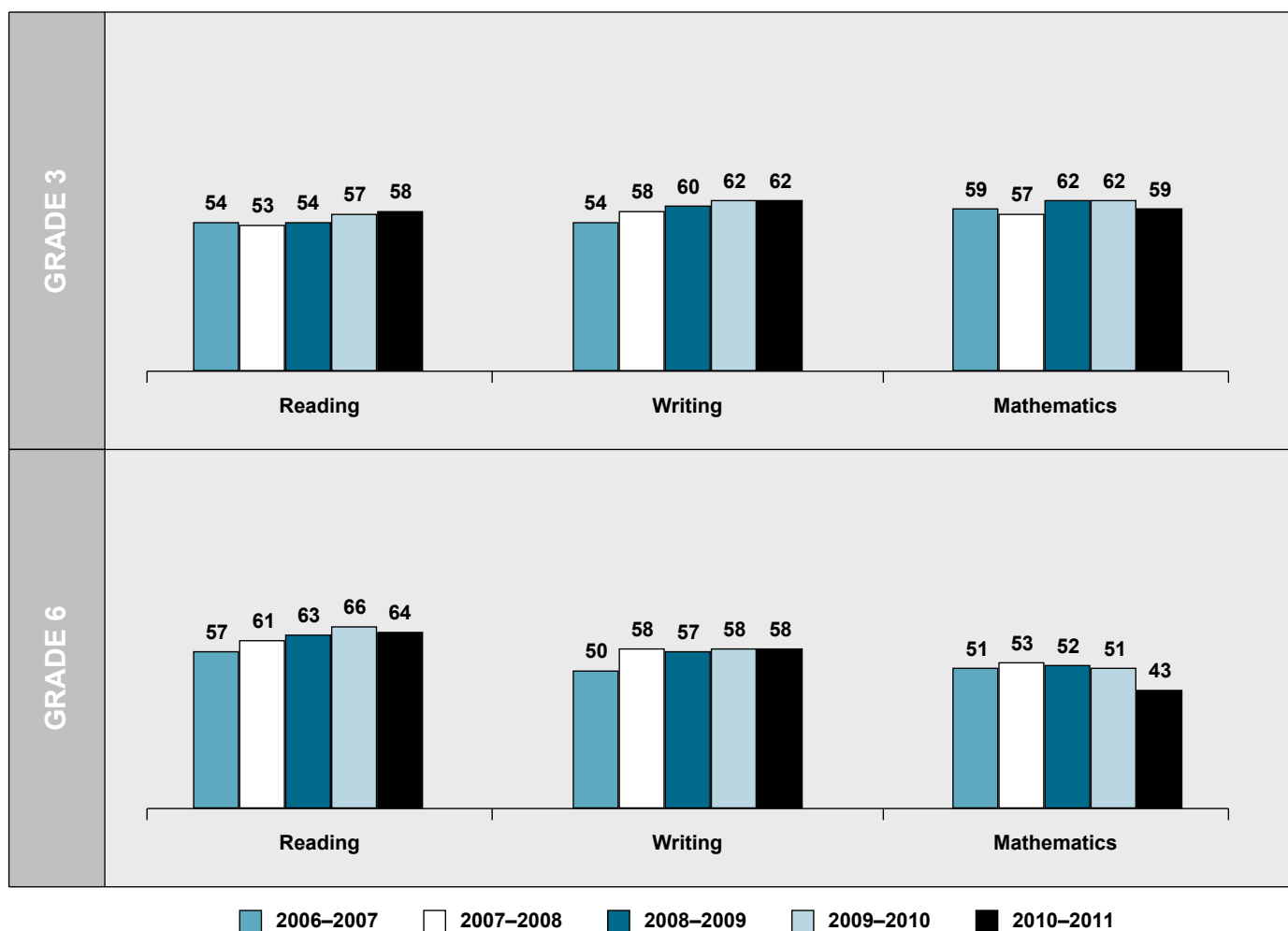
Board Name: Grand Erie DSB (66168)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	24%	24%
First language learned at home other than English	4%	5%
Number of schools	60	60

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 776	1 767	1 803	1 814	1 704
Grade 3 mathematics	1 844	1 767	1 804	1 814	1 704
Grade 6	2 139	1 956	1 885	1 893	1 860

*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**



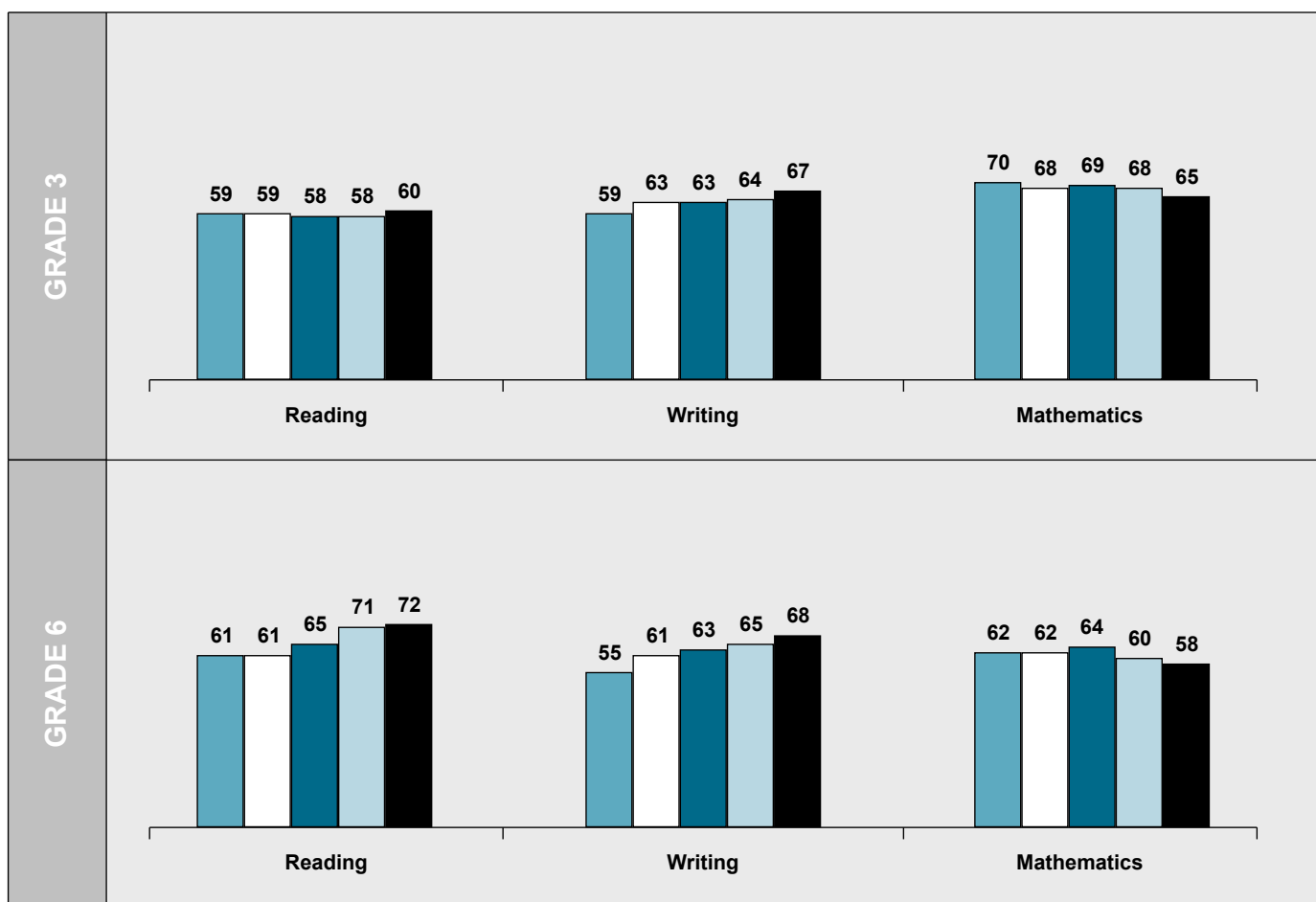
Board Name: Greater Essex County DSB (66028)

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	23%	21%
Number of schools	57	57

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	2 542	2 431	2 440	2 429	2 301
Grade 3 mathematics	2 542	2 431	2 440	2 429	2 301
Grade 6	2 828	2 627	2 614	2 550	2 473

*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**



2006–2007 2007–2008 2008–2009 2009–2010 2010–2011

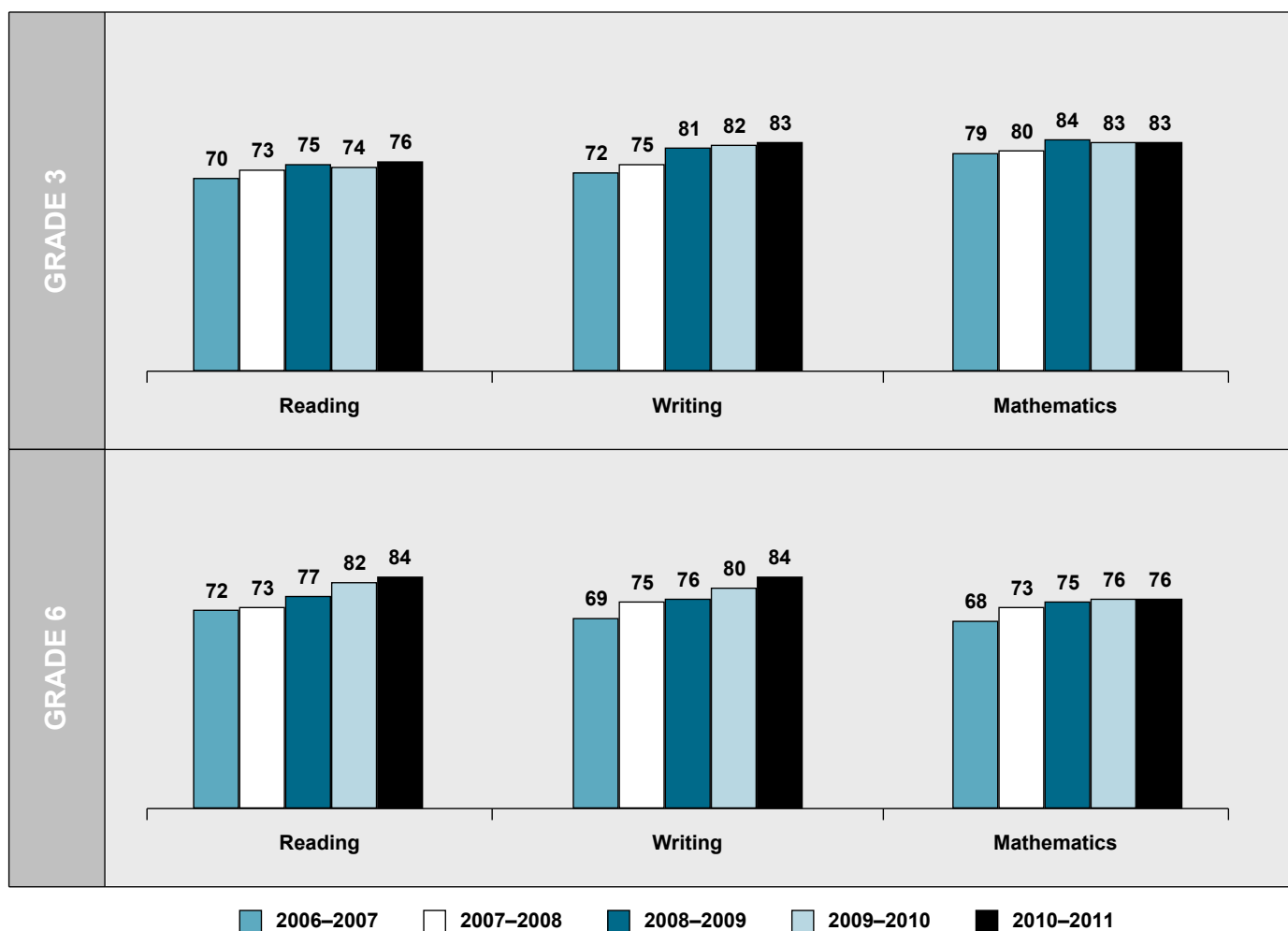
Board Name: Halton Catholic DSB (67113)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	2%
Students with special education needs (excluding gifted)	9%	11%
First language learned at home other than English	6%	9%
Number of schools	40	40

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	2 001	1 919	1 794	2 027	1 959
Grade 3 mathematics	2 001	1 919	1 794	2 027	1 959
Grade 6	2 149	2 158	2 100	2 157	2 089

*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**



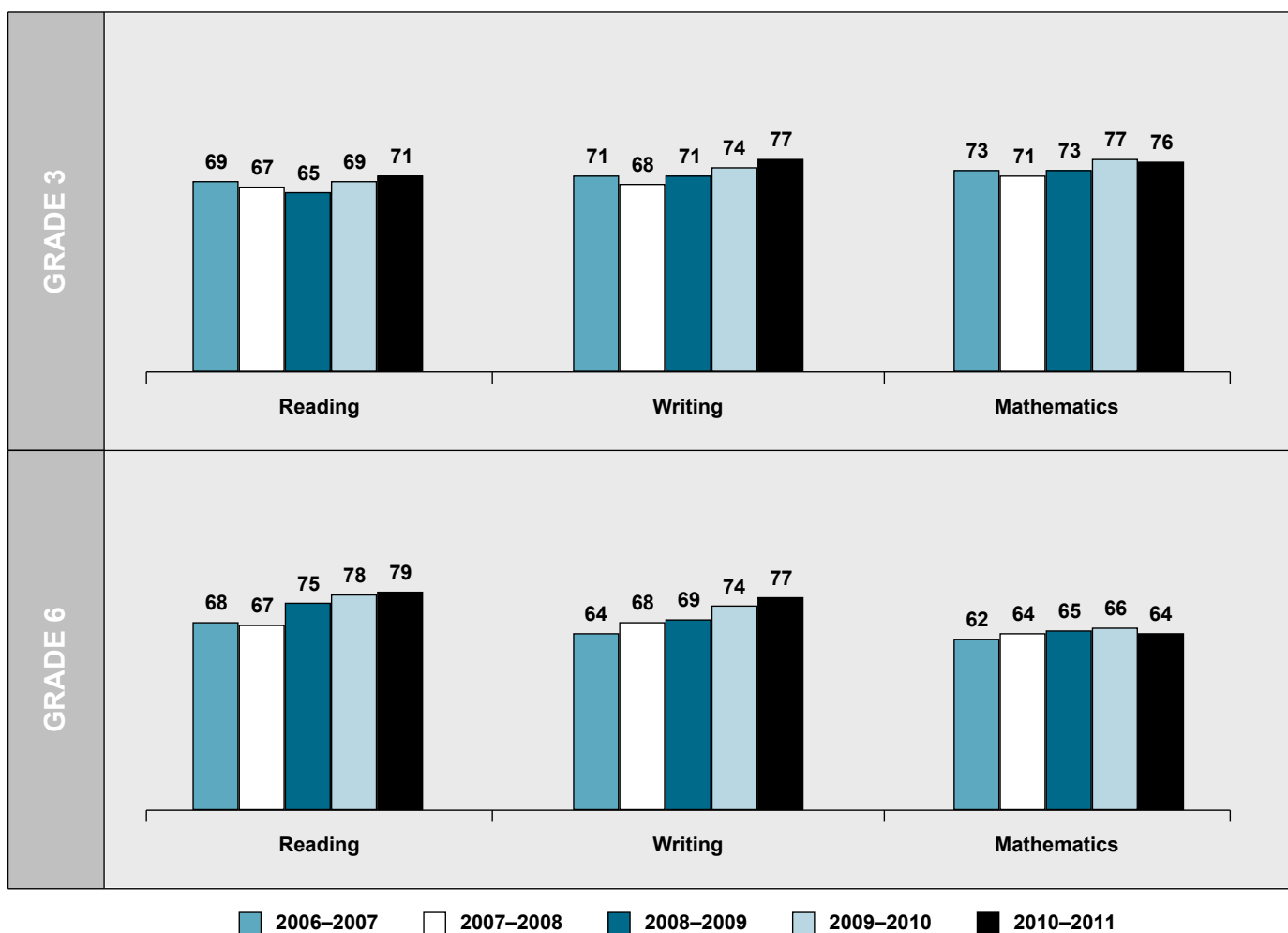
Board Name: Halton DSB (66133)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	11%	8%
Students with special education needs (excluding gifted)	11%	15%
First language learned at home other than English	15%	15%
Number of schools	75	63

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	3 311	3 473	3 582	3 800	3 931
Grade 3 mathematics	3 311	3 473	3 582	3 800	3 931
Grade 6	3 530	3 615	3 642	3 634	3 774

*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**



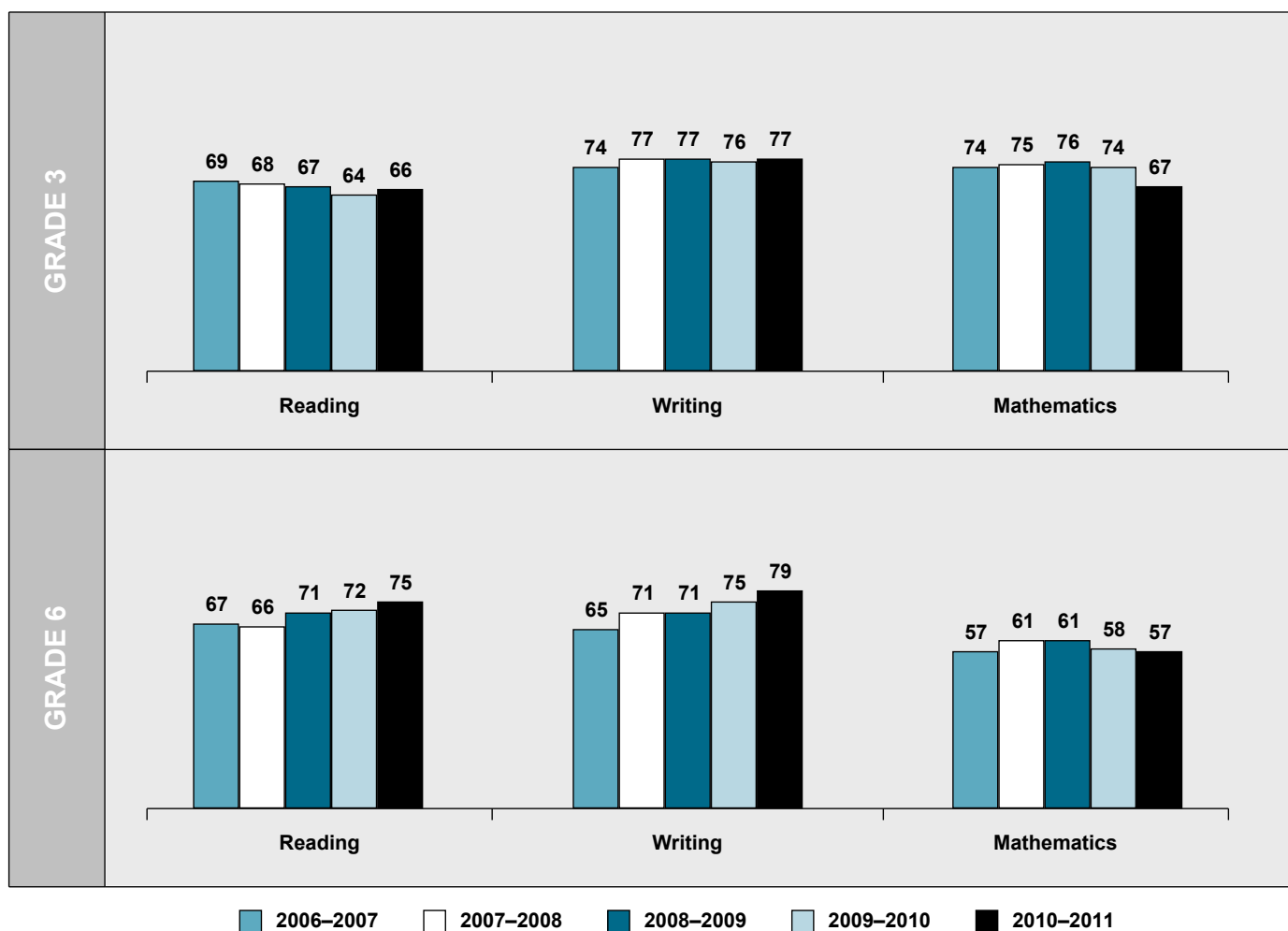
Board Name: Hamilton-Wentworth Catholic DSB (67121)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	5%
Students with special education needs (excluding gifted)	13%	17%
First language learned at home other than English	15%	18%
Number of schools	50	50

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 929	1 917	1 875	1 948	1 837
Grade 3 mathematics	1 929	1 917	1 875	1 948	1 839
Grade 6	2 164	2 116	2 054	1 987	1 990

*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**



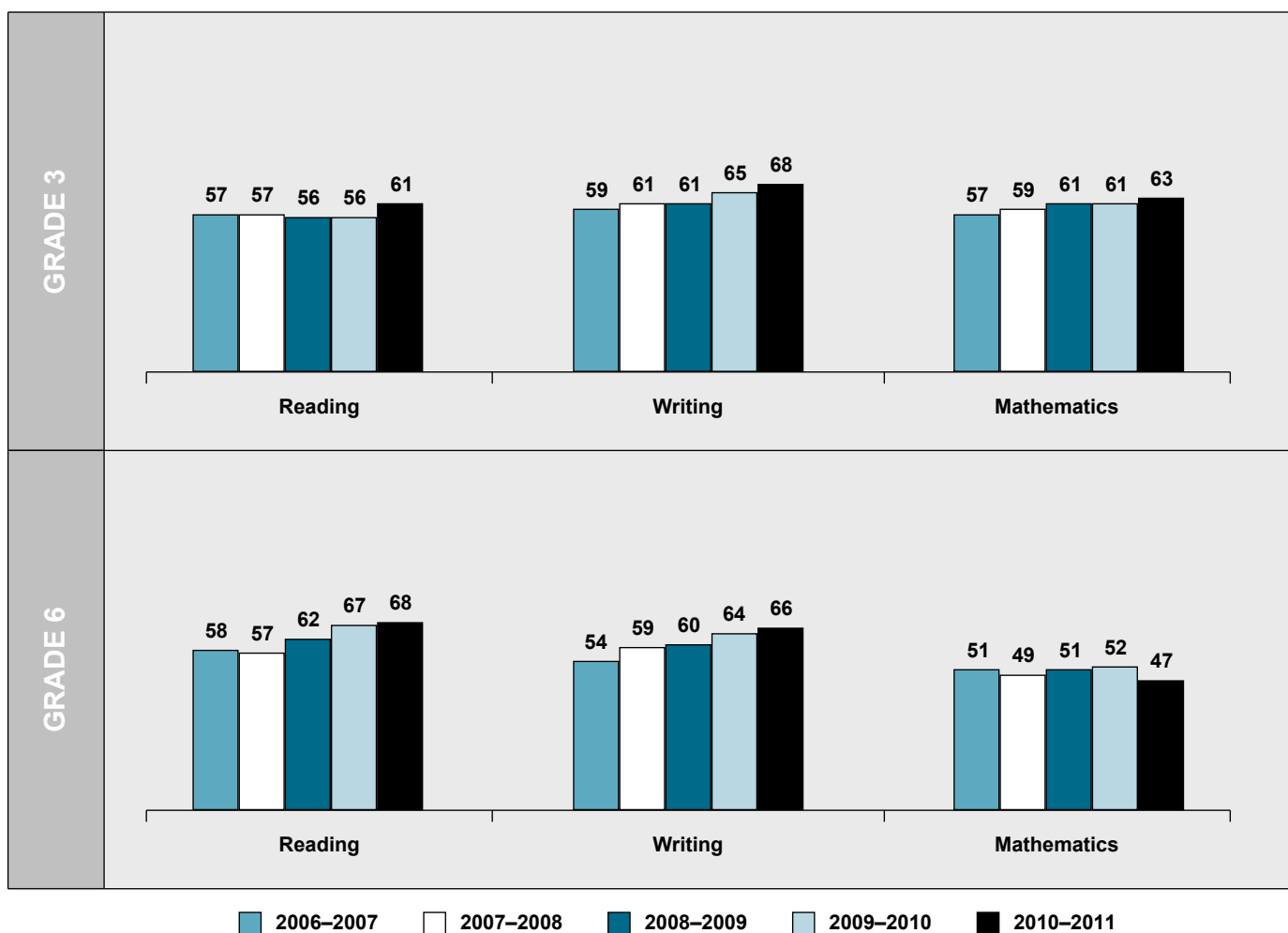
Board Name: Hamilton-Wentworth DSB (66141)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	22%	15%
Students with special education needs (excluding gifted)	18%	20%
First language learned at home other than English	25%	21%
Number of schools	87	75

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	3 686	3 499	3 367	3 472	3 281
Grade 3 mathematics	3 686	3 499	3 369	3 474	3 281
Grade 6	3 875	3 806	3 690	3 745	3 559

*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**



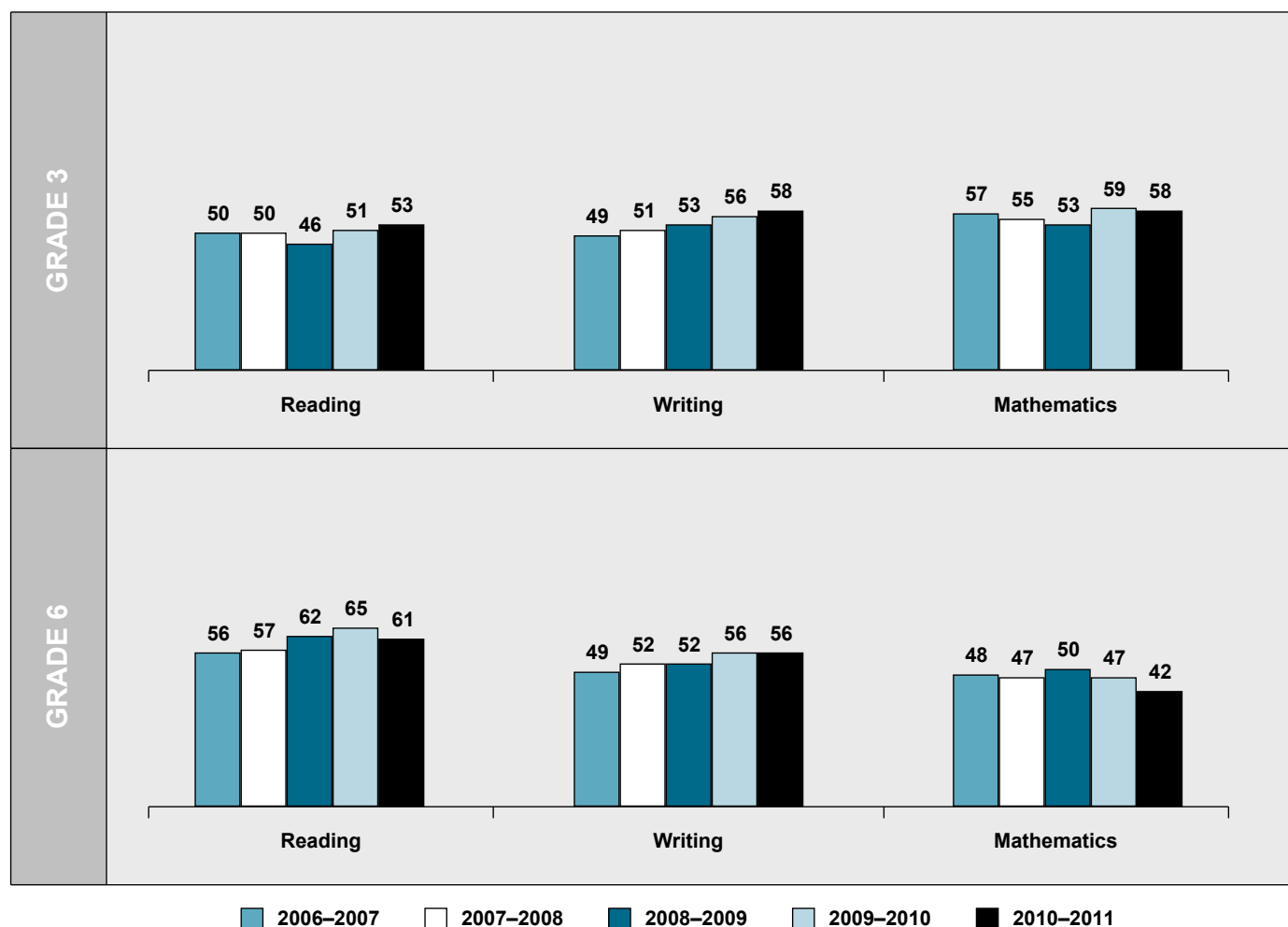
Board Name: Hastings and Prince Edward DSB (66222)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	24%	27%
First language learned at home other than English	2%	2%
Number of schools	37	37

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 155	1 060	1 054	1 055	1 017
Grade 3 mathematics	1 155	1 060	1 054	1 055	1 017
Grade 6	1 320	1 205	1 169	1 189	1 093

*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**



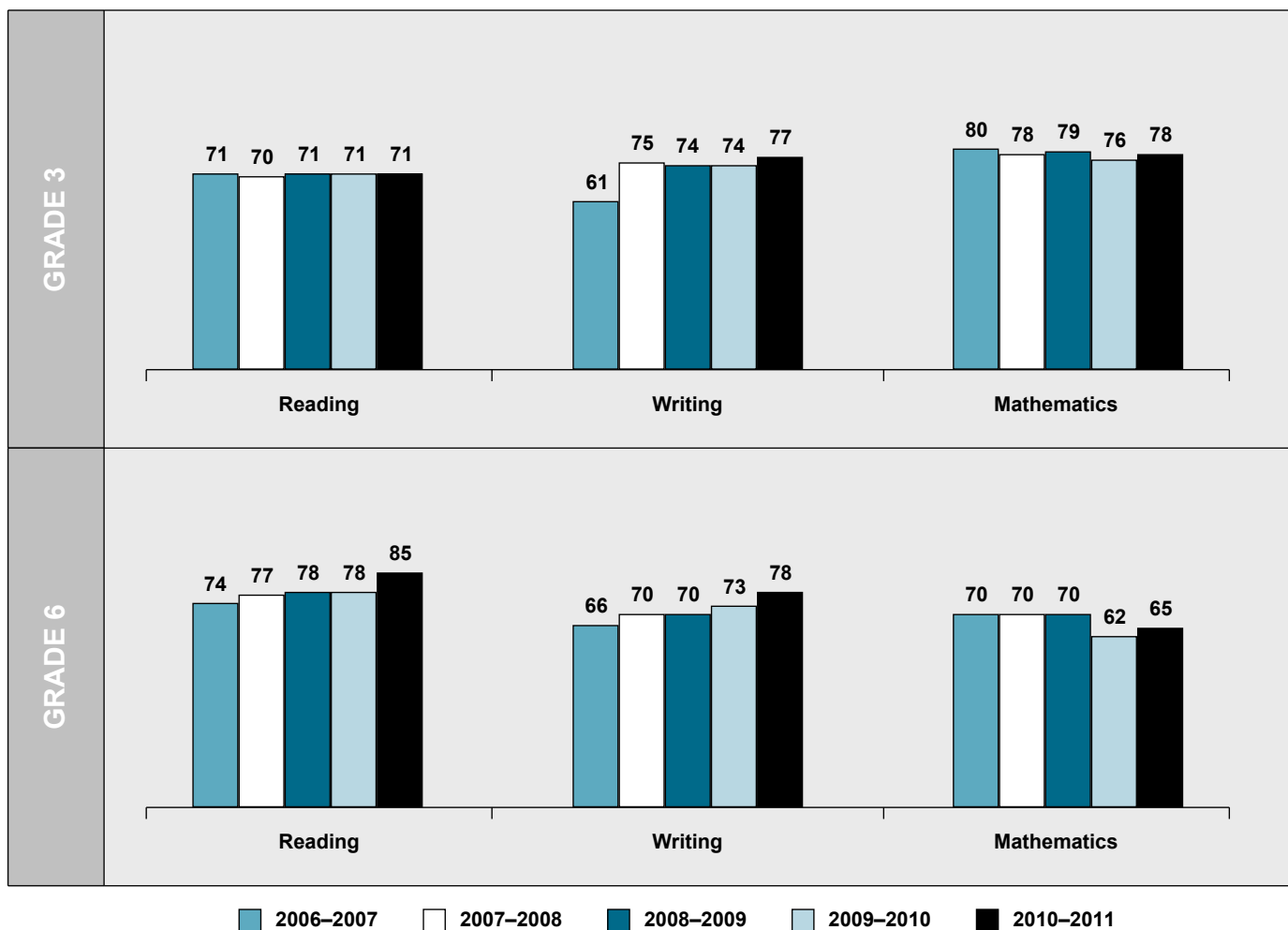
Board Name: Huron-Perth Catholic DSB (67016)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	0%
Students with special education needs (excluding gifted)	17%	19%
First language learned at home other than English	3%	2%
Number of schools	15	15

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	350	342	300	326	303
Grade 3 mathematics	350	342	300	326	303
Grade 6	397	338	337	365	336

*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**



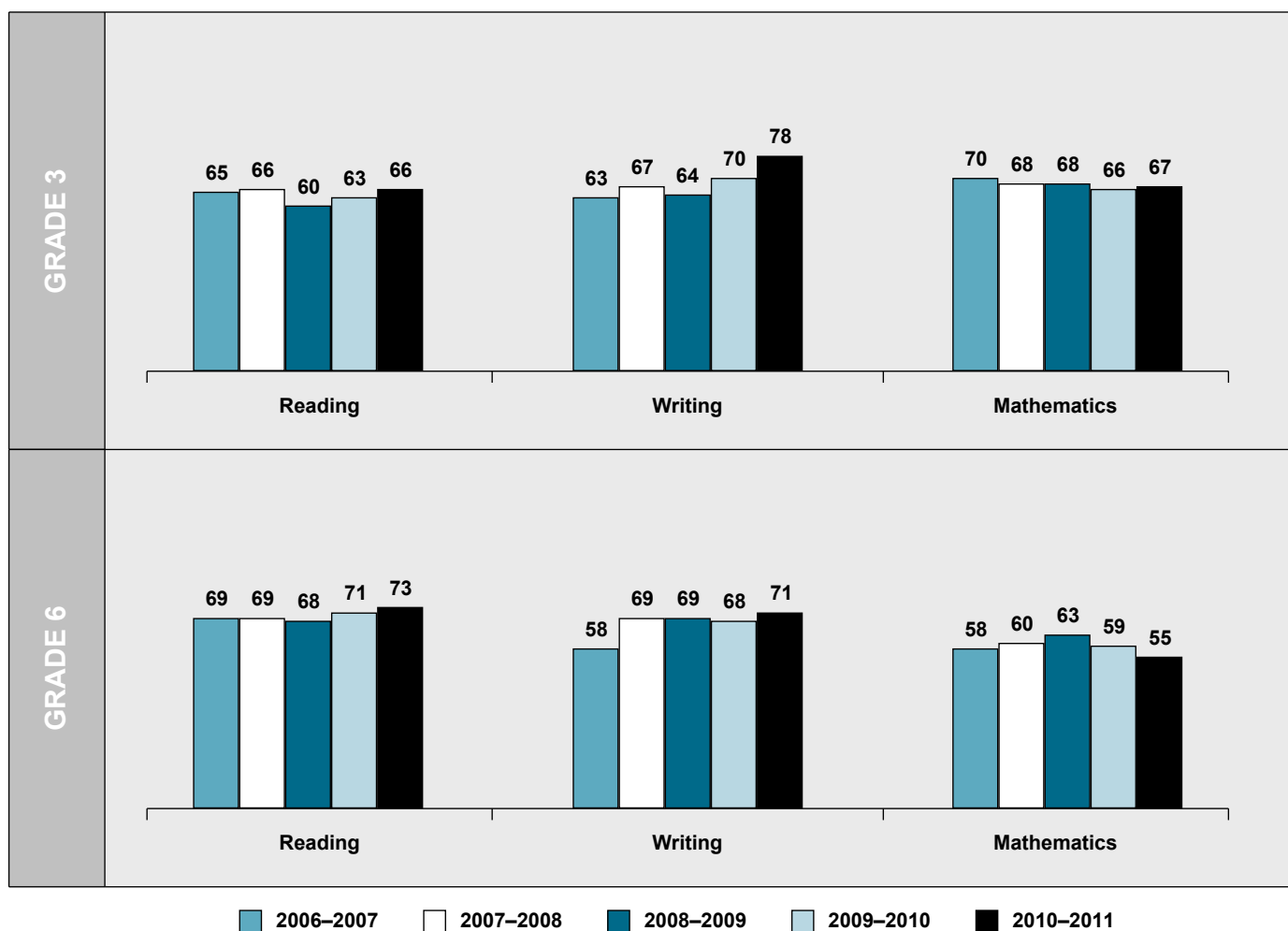
Board Name: Huron-Superior Catholic DSB (29025)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	26%	25%
First language learned at home other than English	<1%	1%
Number of schools	24	24

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	473	420	403	394	357
Grade 3 mathematics	473	420	403	394	357
Grade 6	493	442	471	465	438

*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**



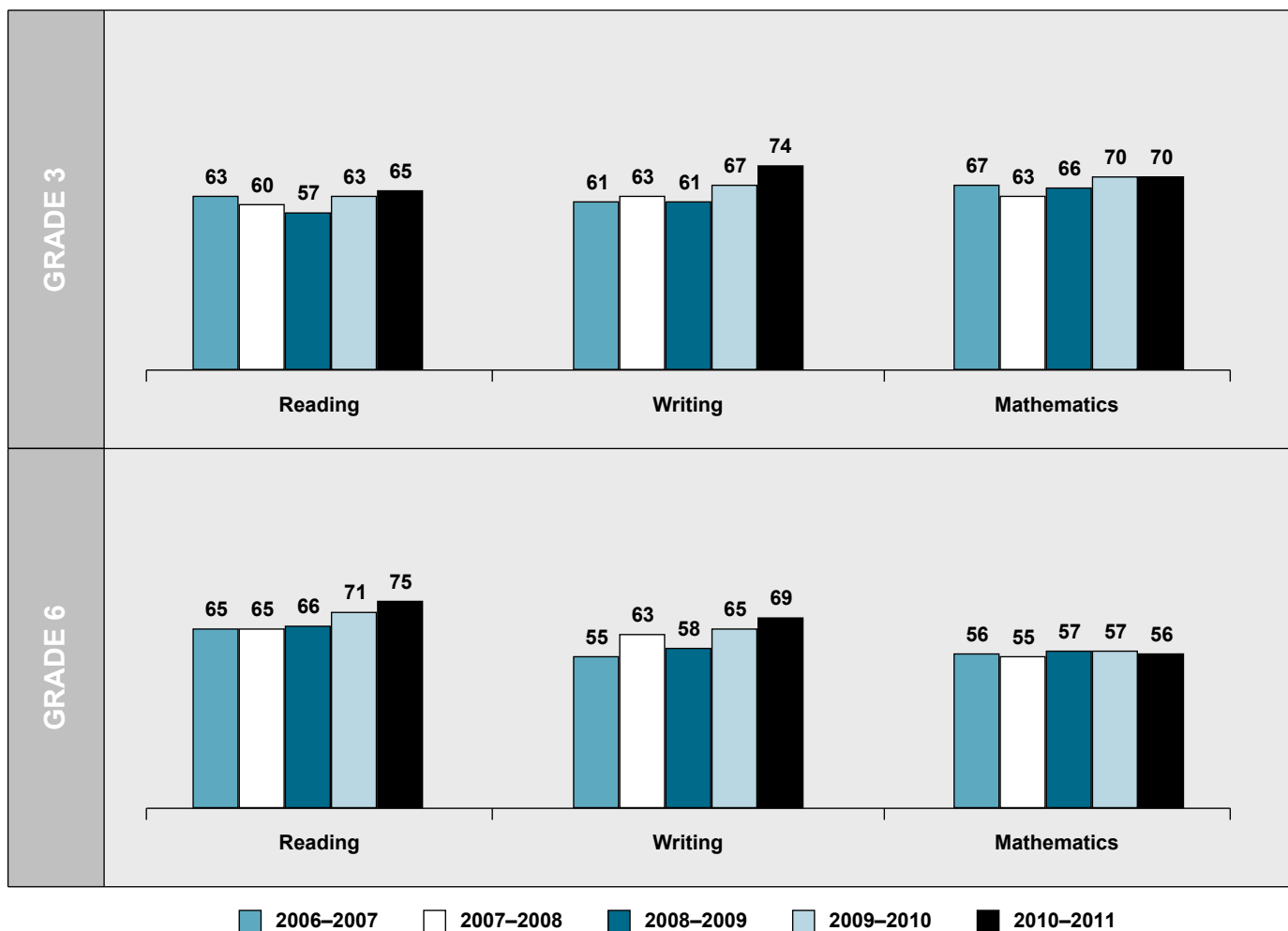
Board Name: Kawartha Pine Ridge DSB (66079)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	22%	28%
First language learned at home other than English	2%	2%
Number of schools	67	67

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	2 427	2 308	2 180	2 251	2 201
Grade 3 mathematics	2 411	2 308	2 180	2 202	2 201
Grade 6	2 887	2 685	2 507	2 497	2 327

*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**



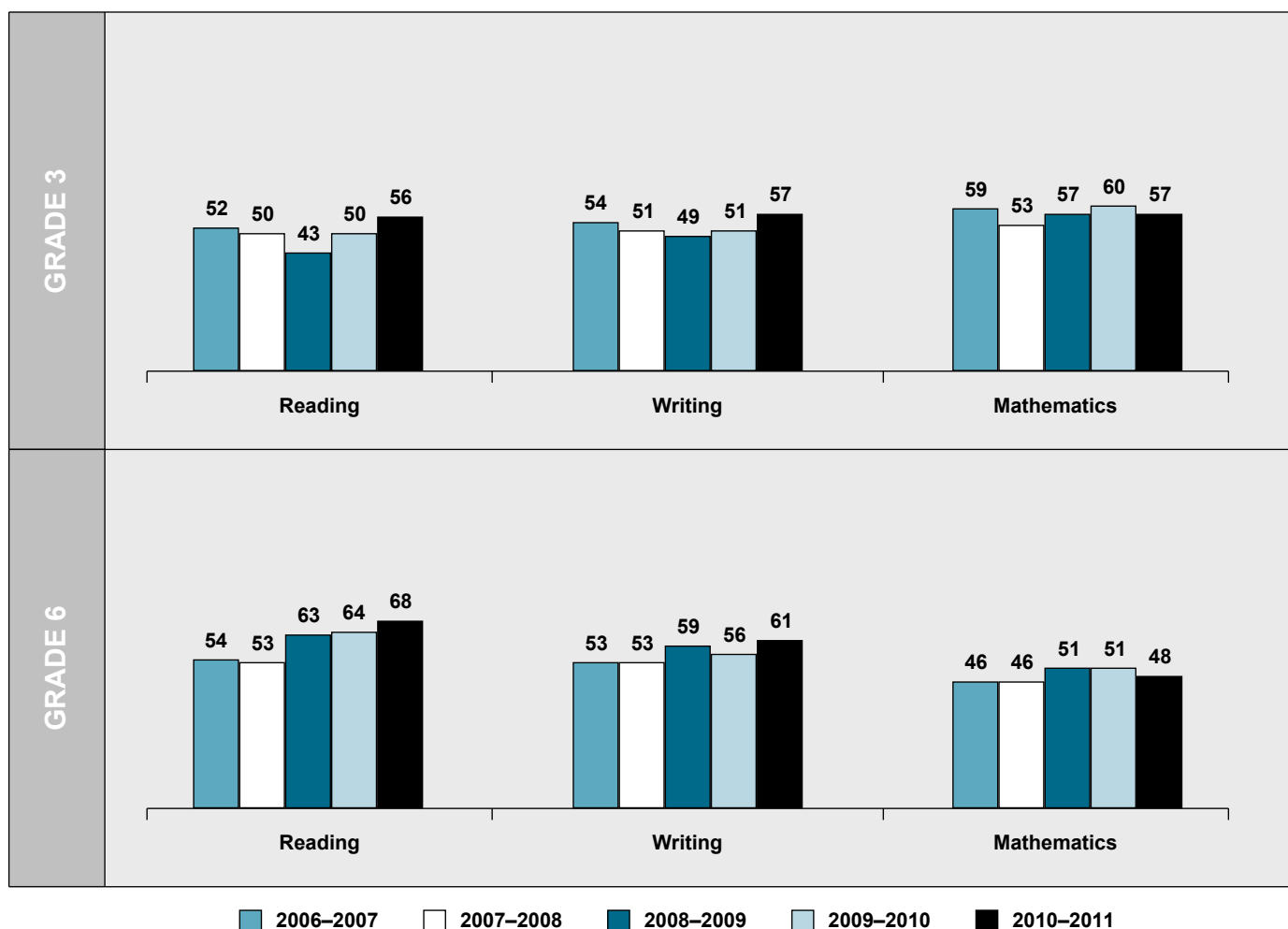
Board Name: Keewatin-Patricia DSB (28045)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	22%	23%
First language learned at home other than English	1%	1%
Number of schools	19	19

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	352	330	313	288	292
Grade 3 mathematics	352	330	313	288	292
Grade 6	390	412	357	348	317

*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**



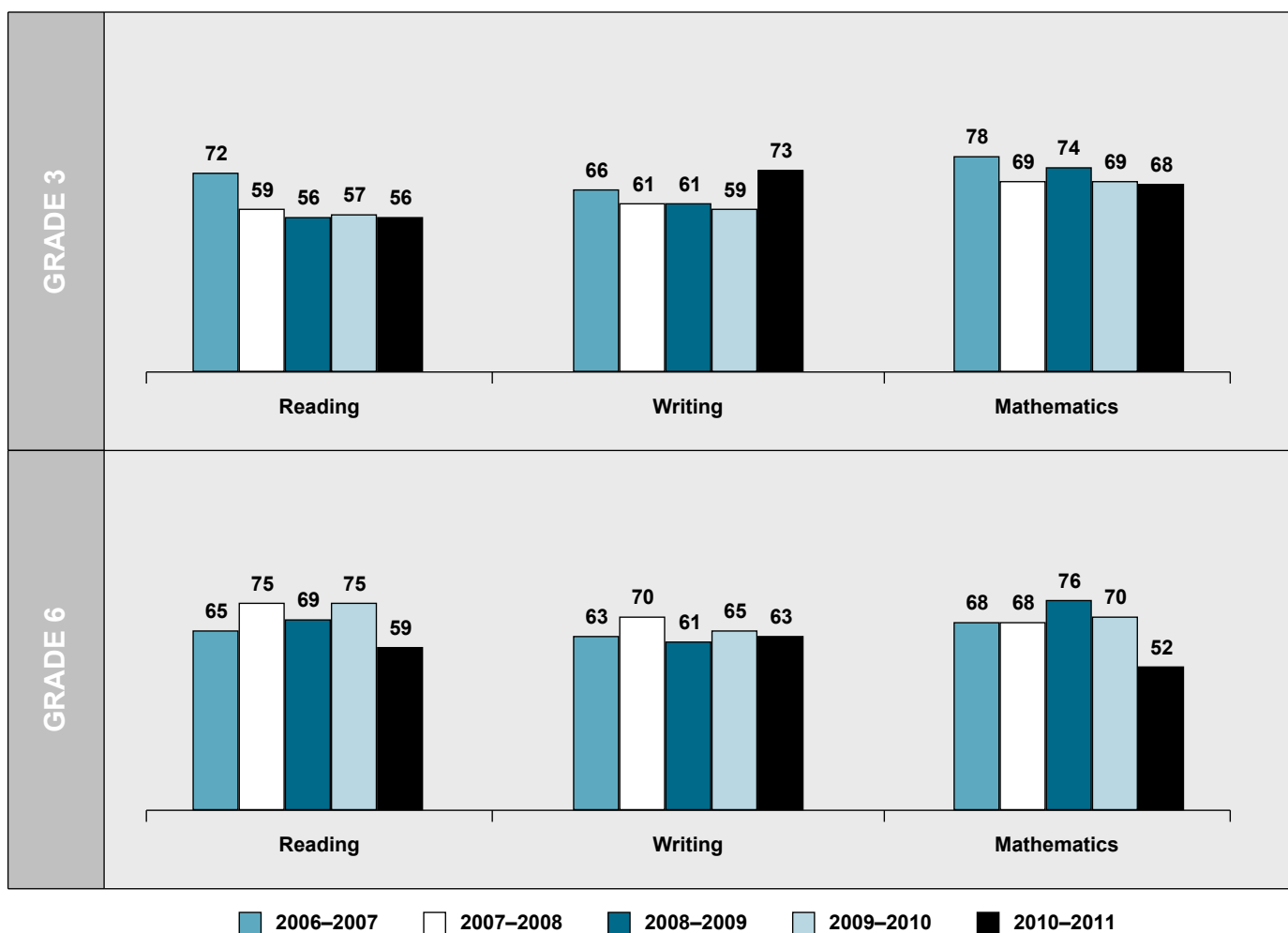
Board Name: Kenora Catholic DSB (29050)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	19%	28%
First language learned at home other than English	1%	3%
Number of schools	4	4

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	97	98	87	125	97
Grade 3 mathematics	97	98	87	125	97
Grade 6	92	106	100	103	115

*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**



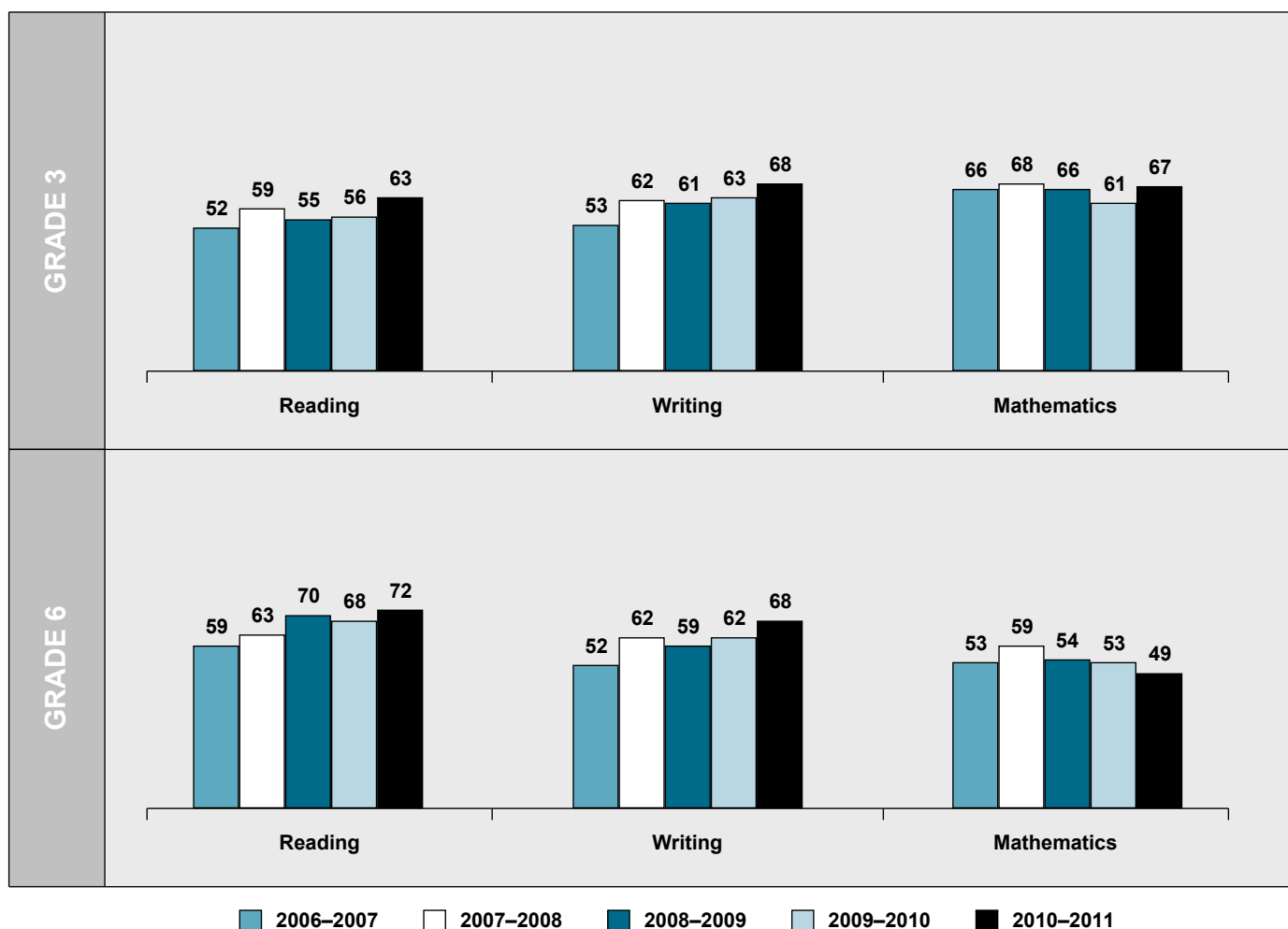
Board Name: Lakehead DSB (28061)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	27%	24%
First language learned at home other than English	3%	2%
Number of schools	24	25

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	673	708	594	626	590
Grade 3 mathematics	673	708	594	626	590
Grade 6	809	816	639	716	731

*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**



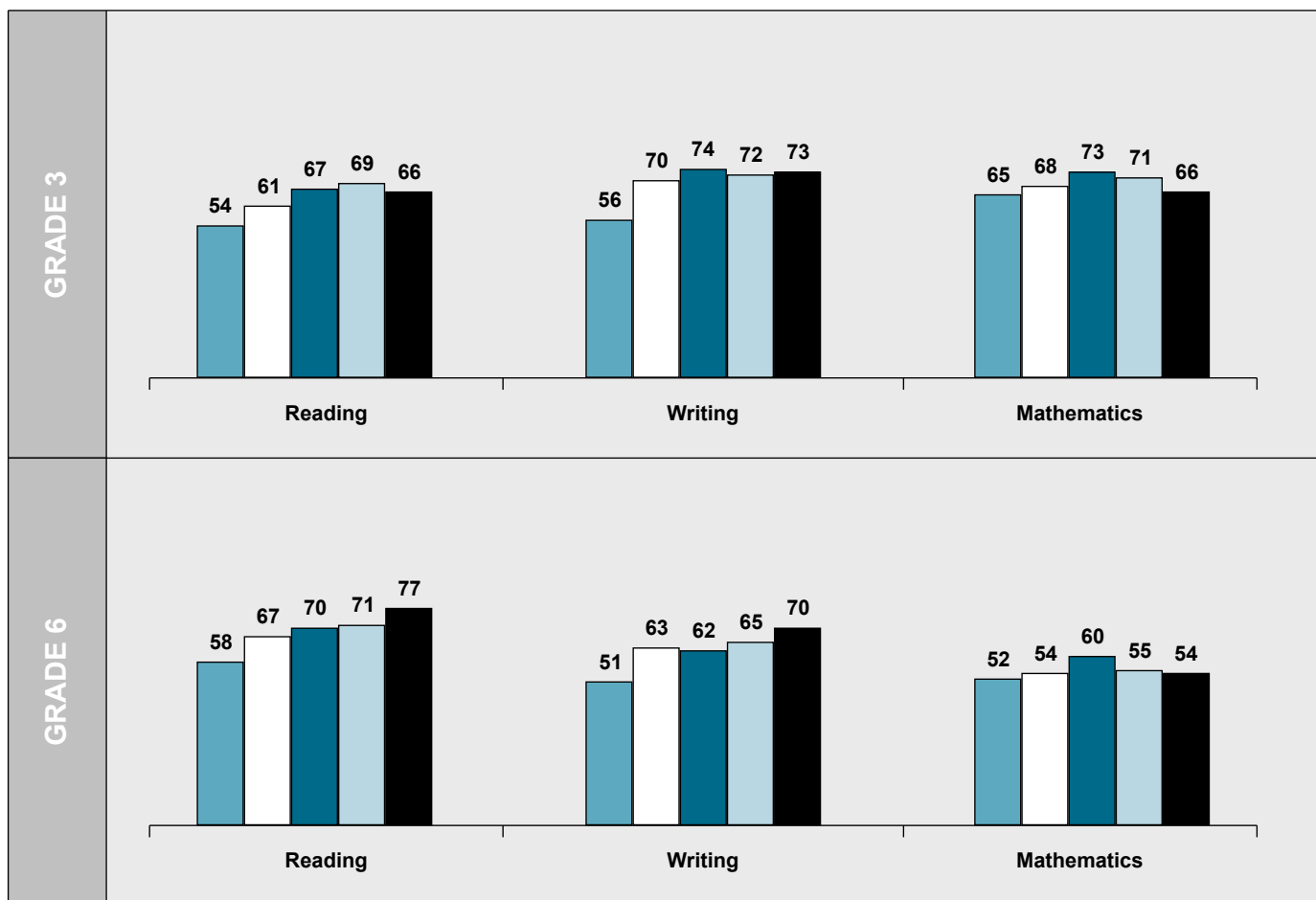
Board Name: Lambton Kent District School Board (66036)

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	2%	6%
Number of schools	53	52

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 622	1 522	1 484	1 576	1 441
Grade 3 mathematics	1 622	1 522	1 484	1 576	1 441
Grade 6	1 792	1 730	1 714	1 658	1 544

*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**



2006–2007 2007–2008 2008–2009 2009–2010 2010–2011

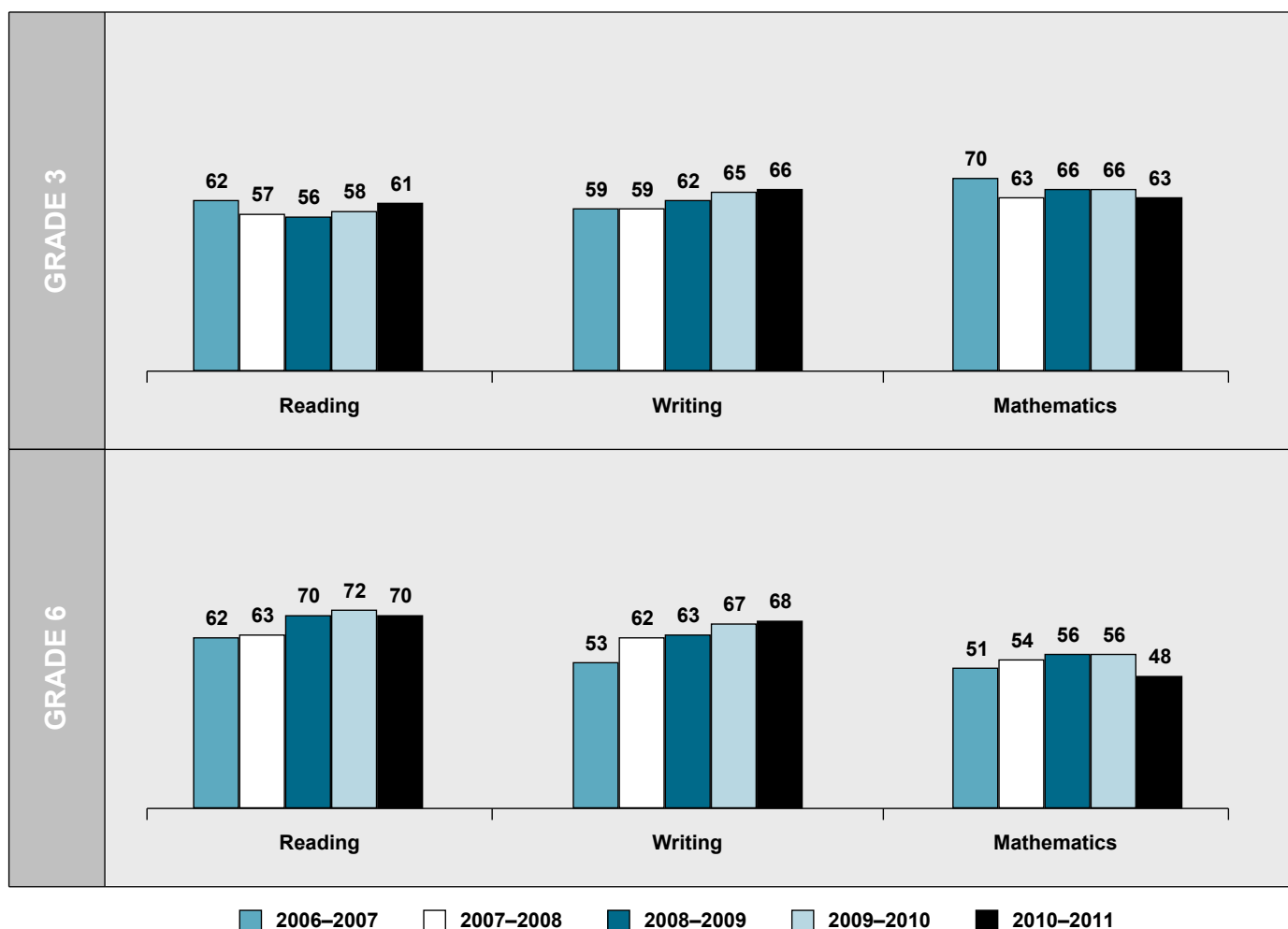
Board Name: Limestone DSB (66206)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	23%	27%
First language learned at home other than English	2%	3%
Number of schools	51	48

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 366	1 342	1 306	1 321	1 317
Grade 3 mathematics	1 366	1 342	1 306	1 321	1 317
Grade 6	1 599	1 527	1 392	1 387	1 355

*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**



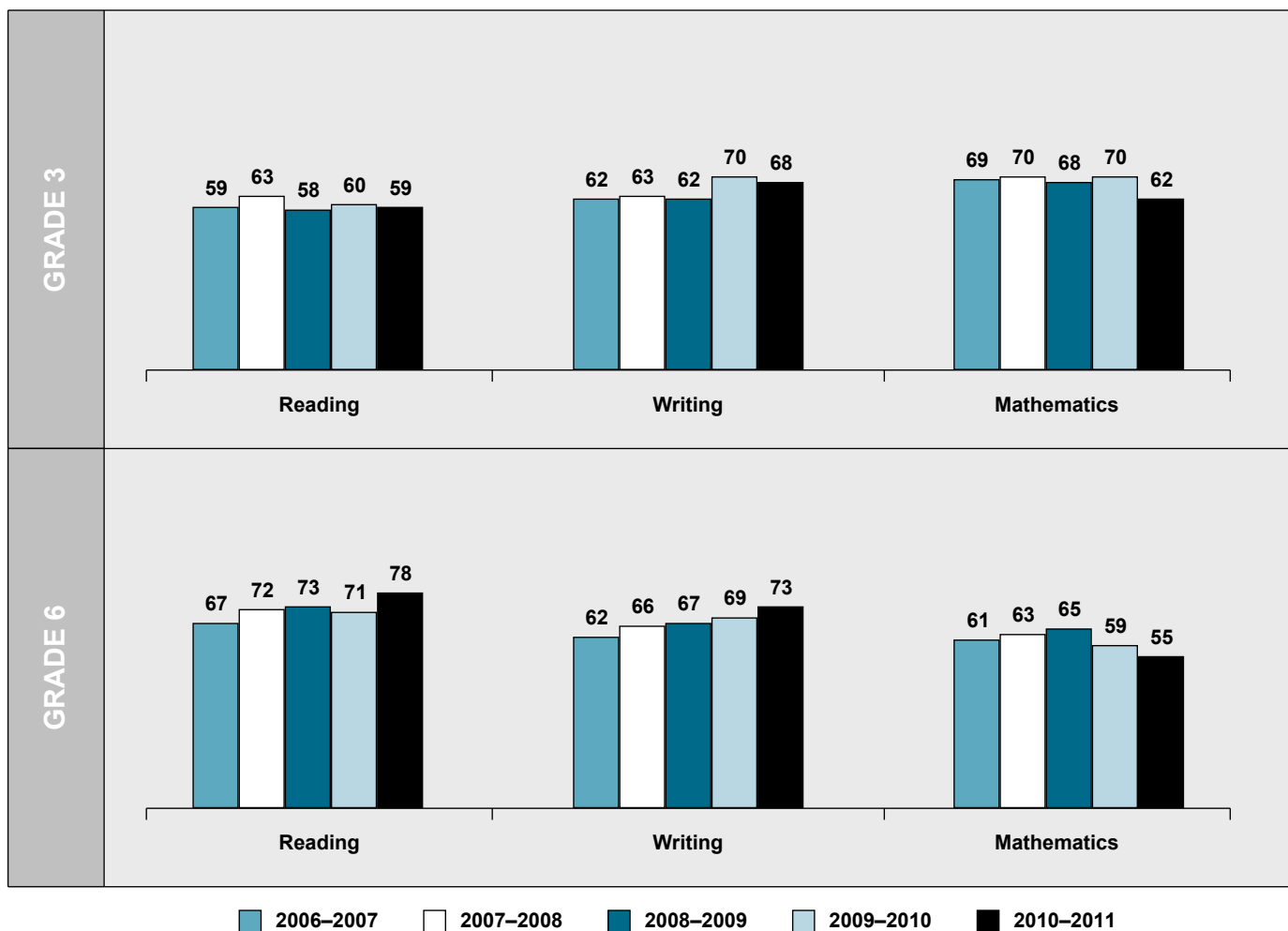
Board Name: London District Catholic School Board (67032)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	9%	14%
First language learned at home other than English	7%	9%
Number of schools	45	46

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 360	1 298	1 197	1 216	1 123
Grade 3 mathematics	1 430	1 377	1 291	1 321	1 236
Grade 6	1 581	1 489	1 461	1 440	1 382

*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**



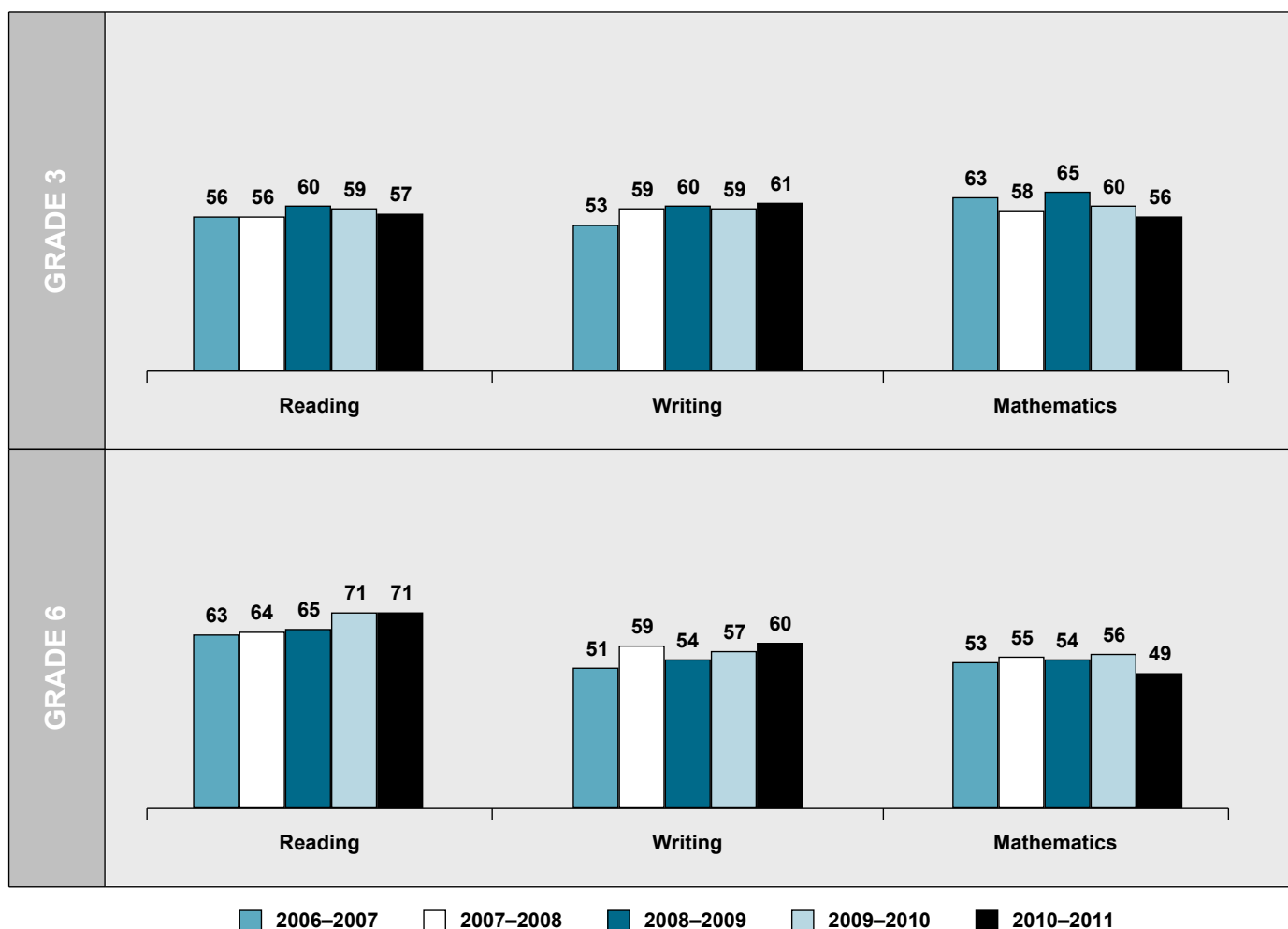
Board Name: Near North DSB (28037)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	33%	33%
First language learned at home other than English	1%	2%
Number of schools	31	33

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	778	716	657	671	659
Grade 3 mathematics	778	716	657	671	659
Grade 6	865	776	755	777	717

*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**



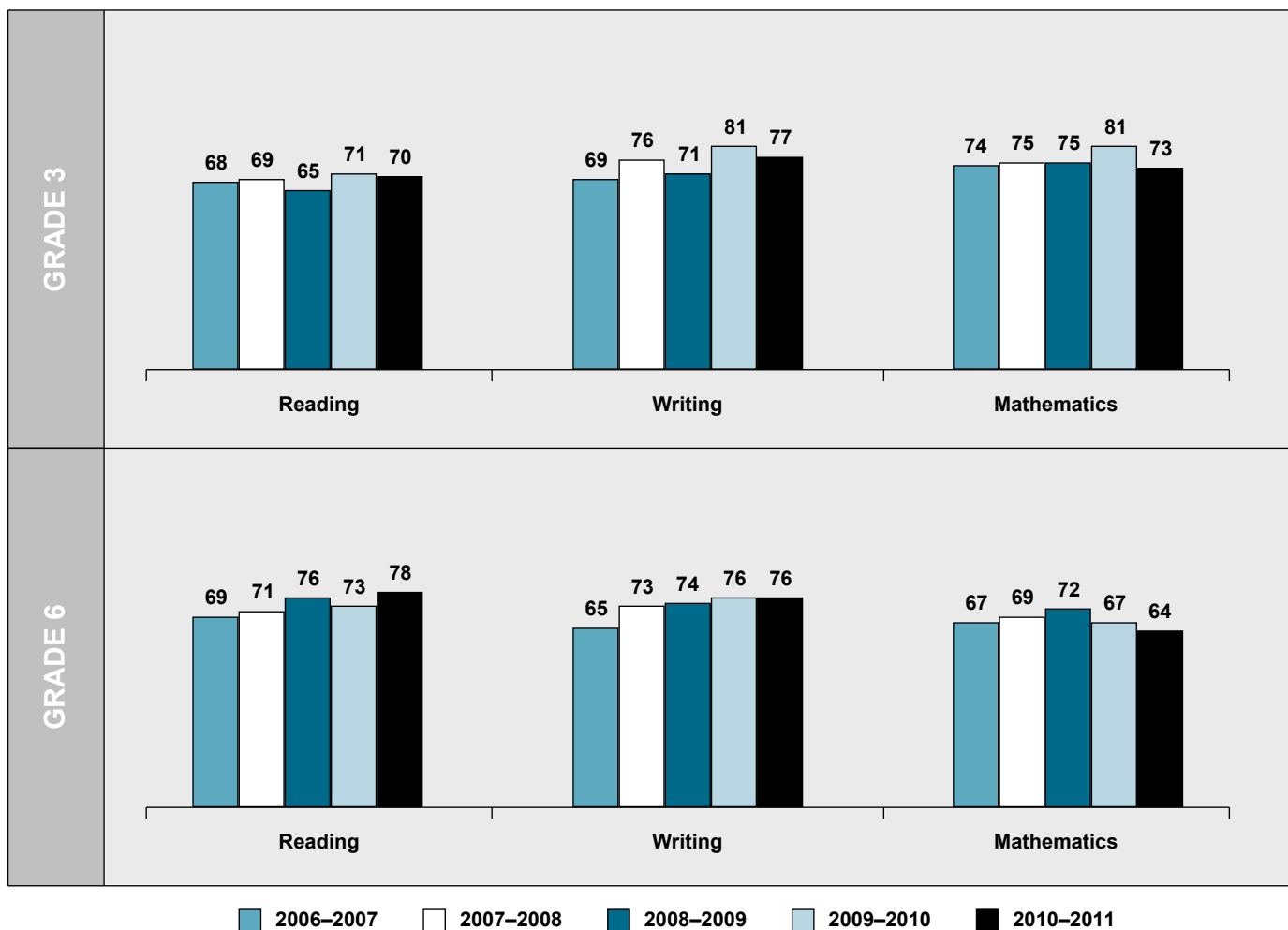
Board Name: Niagara Catholic DSB (67156)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	17%	19%
First language learned at home other than English	5%	8%
Number of schools	49	49

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 696	1 600	1 507	1 595	1 506
Grade 3 mathematics	1 696	1 600	1 507	1 595	1 506
Grade 6	1 893	1 728	1 593	1 729	1 645

*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**



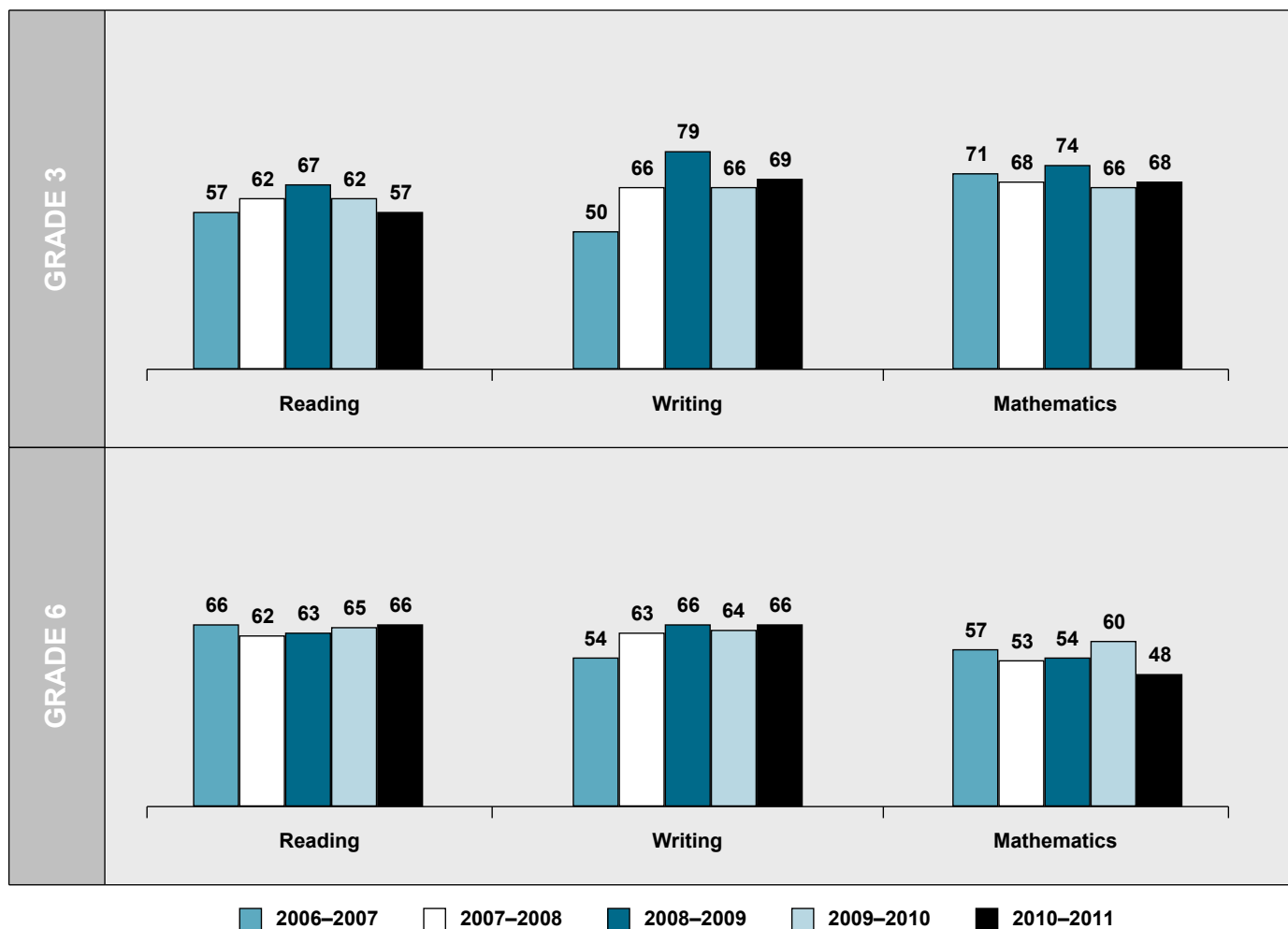
Board Name: Nipissing-Parry Sound Catholic DSB (29017)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	29%	40%
First language learned at home other than English	0%	0%
Number of schools	12	12

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	227	212	238	205	212
Grade 3 mathematics	227	212	238	205	212
Grade 6	282	243	234	235	218

*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**



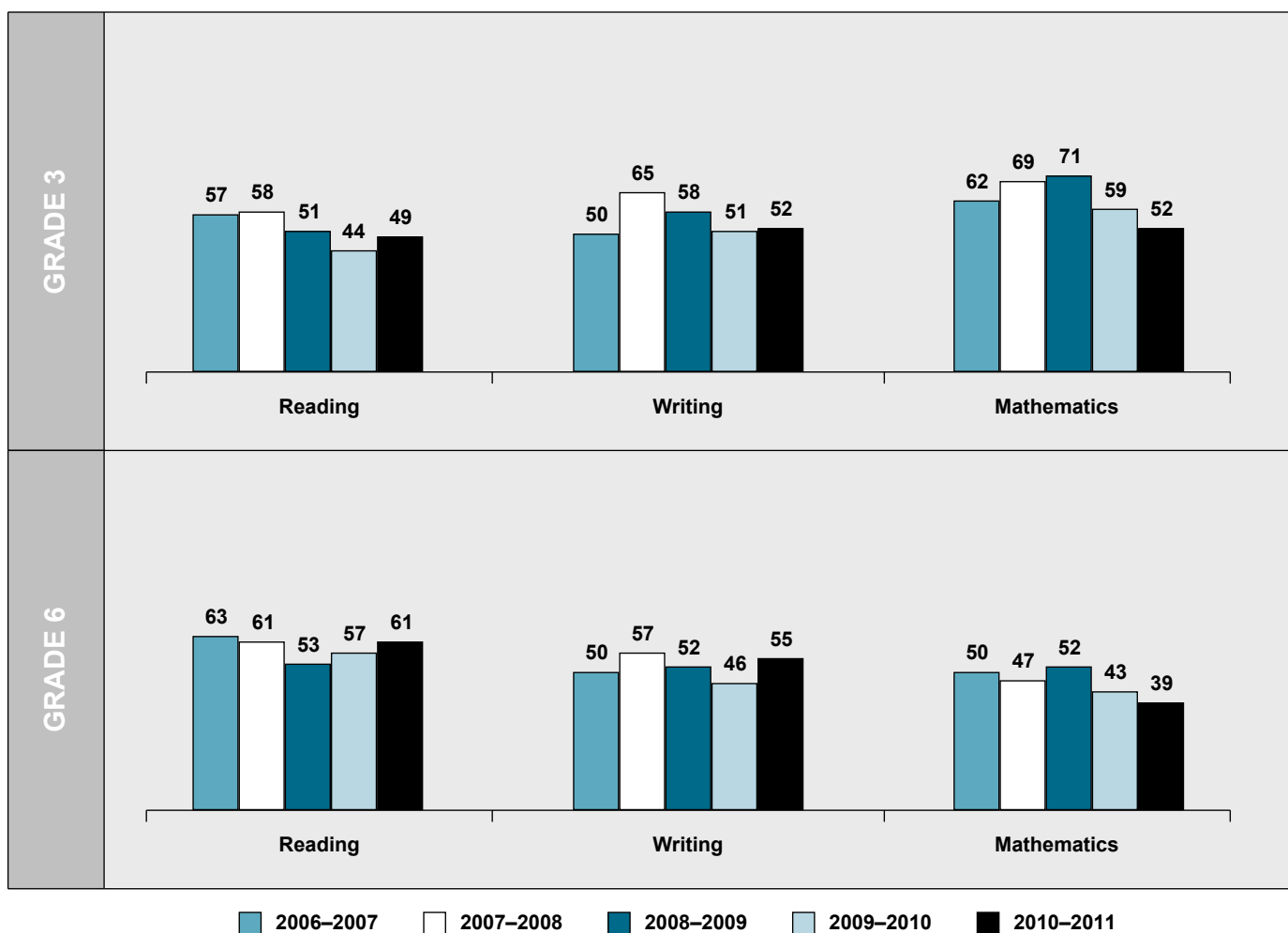
Board Name: Northeastern Catholic DSB (29009)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	36%	32%
First language learned at home other than English	3%	4%
Number of schools	12	11

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	216	189	195	209	187
Grade 3 mathematics	216	189	195	209	187
Grade 6	242	263	256	247	192

*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**



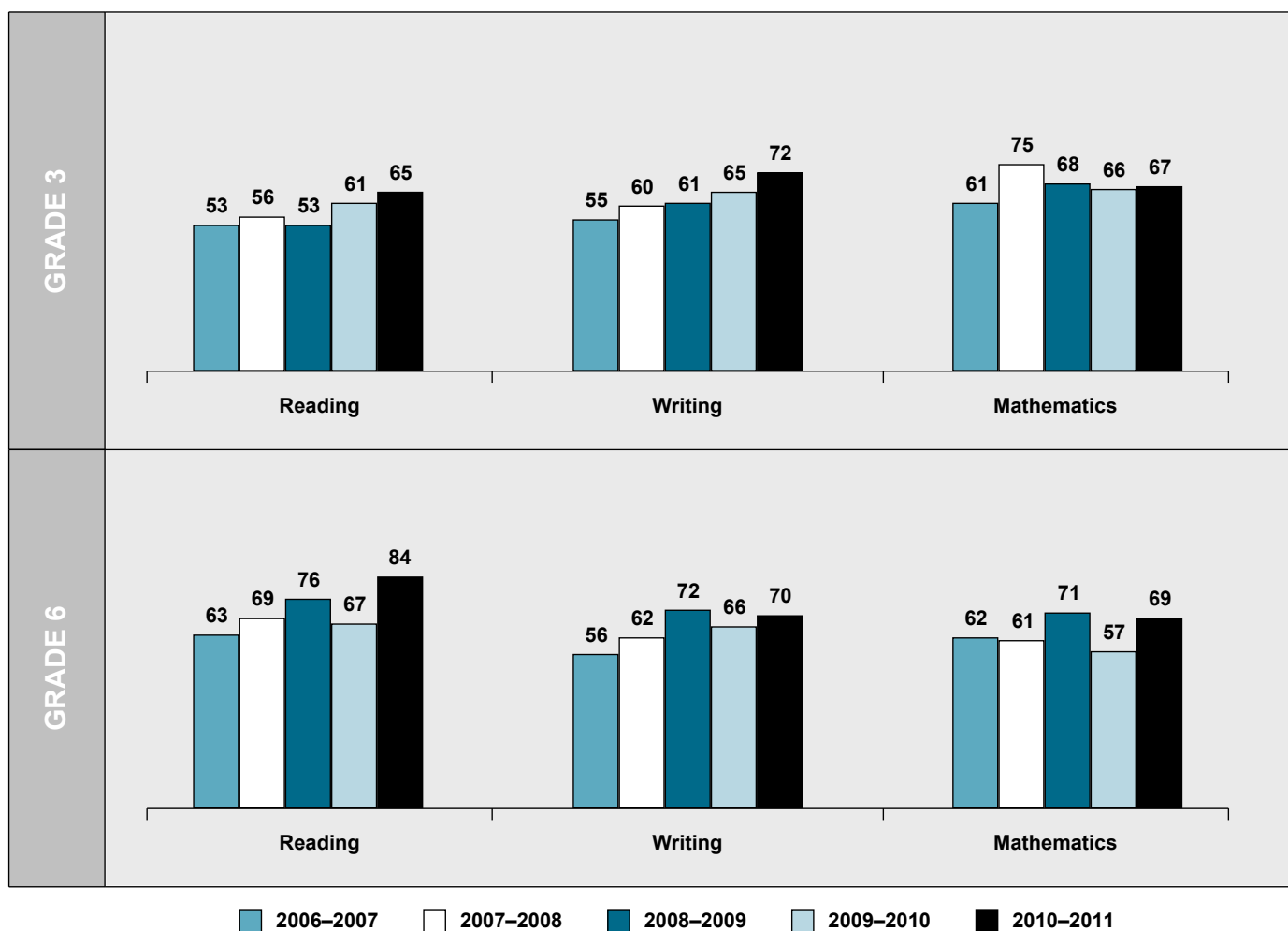
Board Name: Northwest Catholic DSB (29041)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	21%	20%
First language learned at home other than English	1%	1%
Number of schools	5	5

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	163	135	140	128	125
Grade 3 mathematics	163	135	140	128	125
Grade 6	147	130	119	175	140

*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**



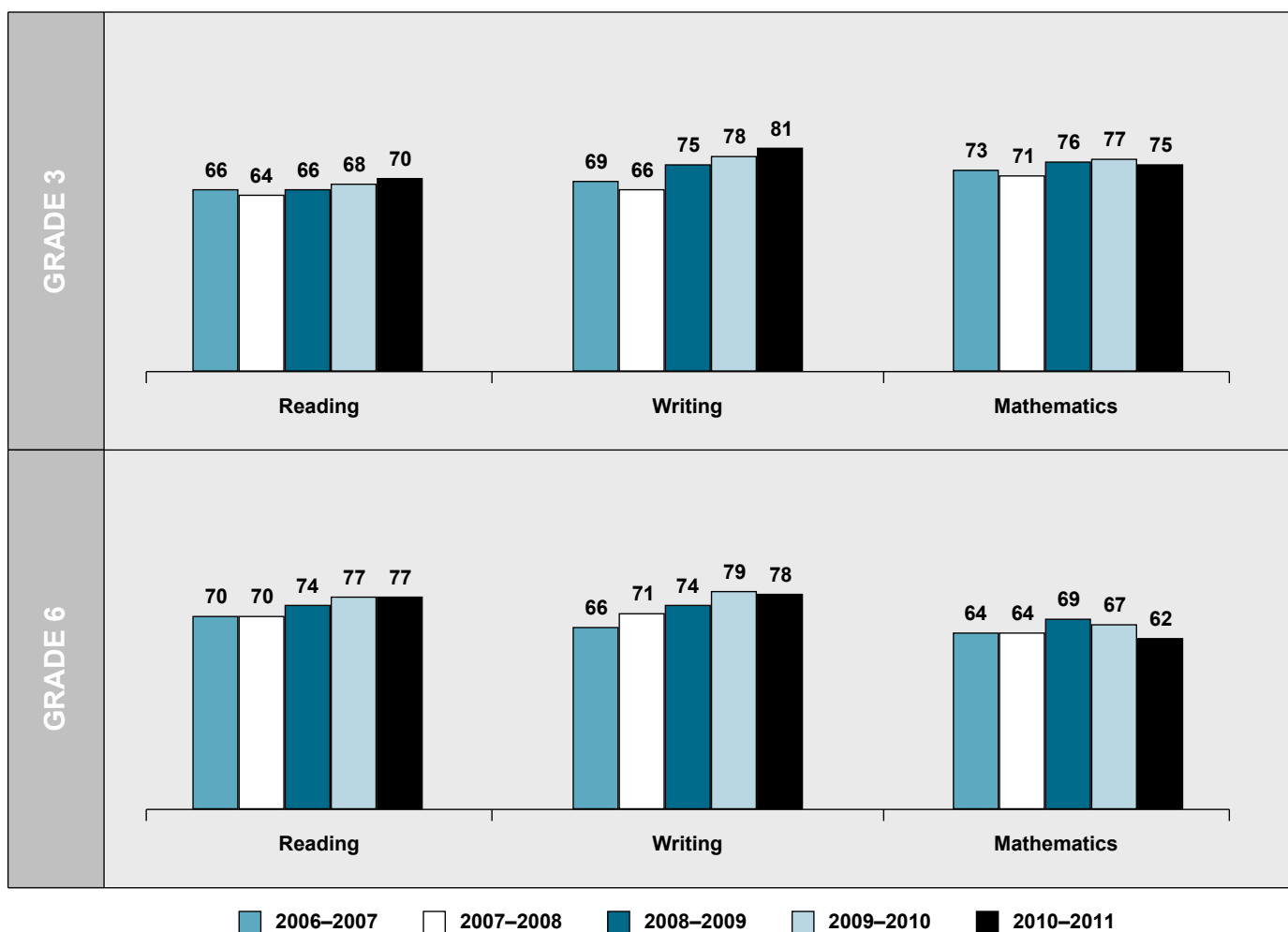
Board Name: Ottawa Catholic District School Board (67180)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	10%	8%
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	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	2 631	2 504	2 331	2 372	2 295
Grade 3 mathematics	2 631	2 504	2 331	2 371	2 295
Grade 6	2 955	2 819	2 736	2 745	2 652

*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**



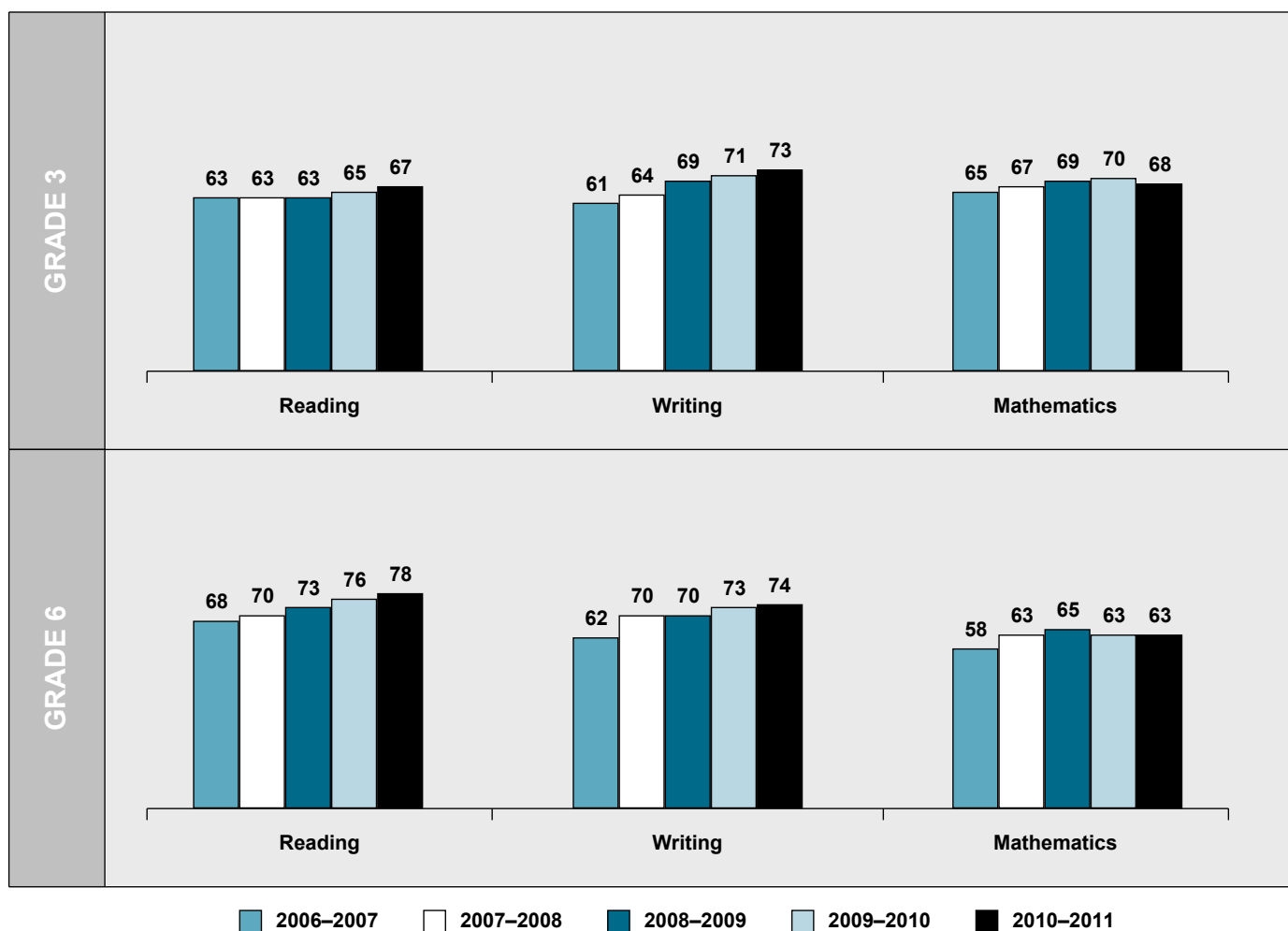
Board Name: Ottawa-Carleton DSB (66184)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	24%	16%
Students with special education needs (excluding gifted)	15%	20%
First language learned at home other than English	27%	24%
Number of schools	103	90

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	4 752	4 668	4 619	4 775	4 806
Grade 3 mathematics	4 752	4 667	4 619	4 774	4 806
Grade 6	5 239	5 055	4 904	4 840	4 768

*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**



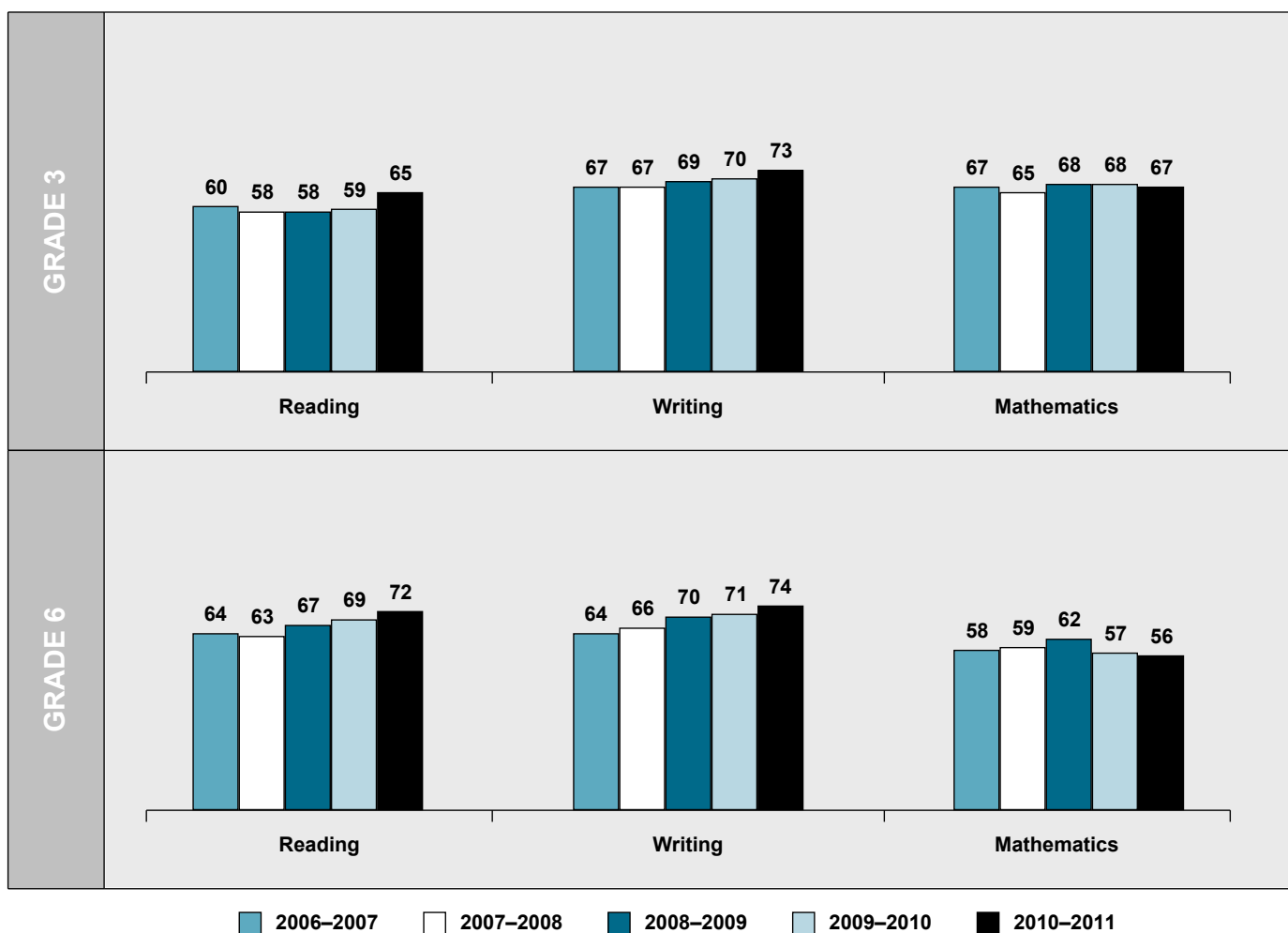
Board Name: Peel District School Board (66125)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	34%	15%
Students with special education needs (excluding gifted)	7%	11%
First language learned at home other than English	51%	51%
Number of schools	152	88

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	10 592	10 719	10 563	10 849	10 643
Grade 3 mathematics	10 592	10 719	10 562	10 852	10 641
Grade 6	10 954	10 973	11 014	10 993	11 031

*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**



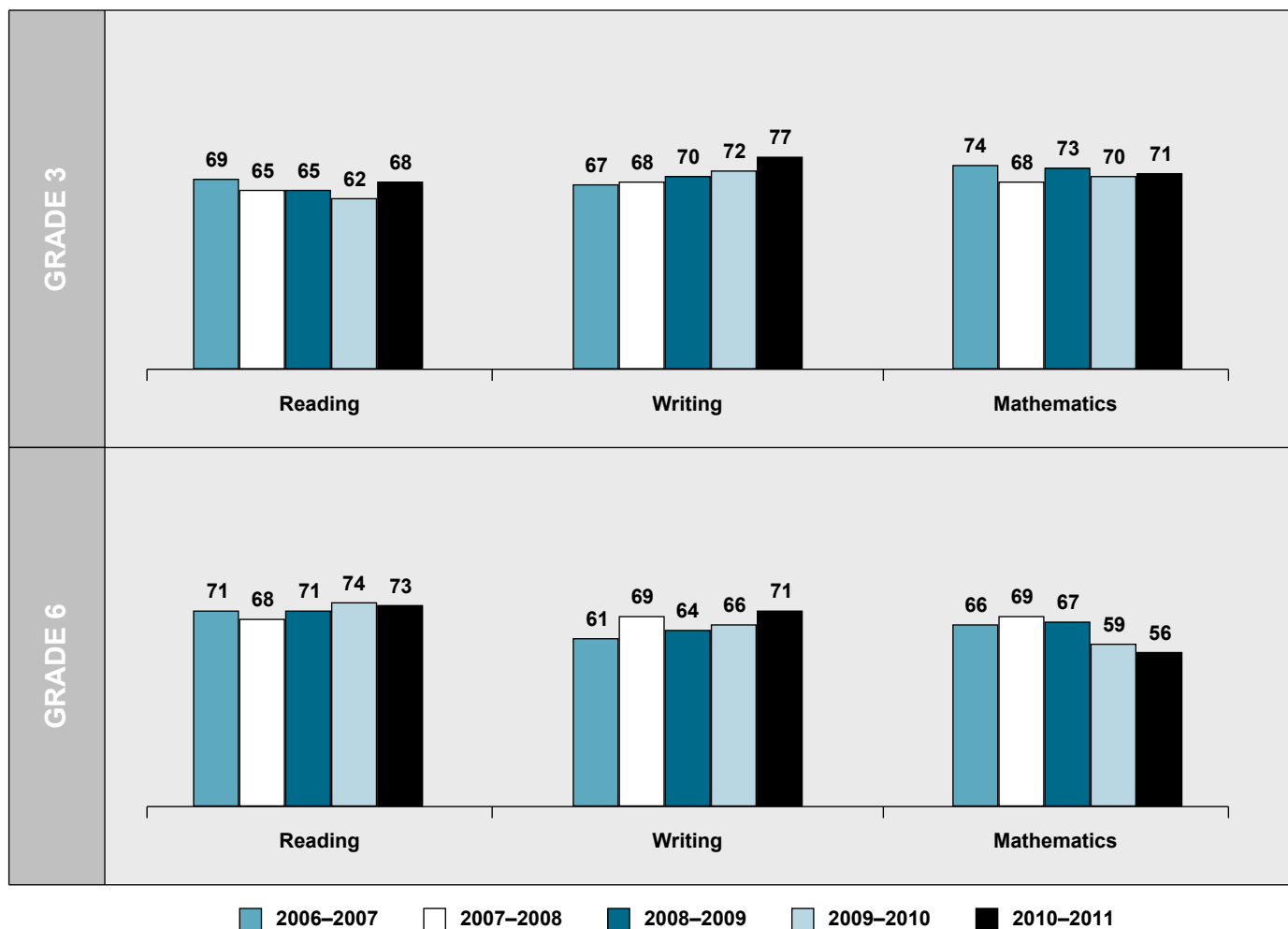
Board Name: Peterborough Victoria Northumberland and Clarington CDSB (67067)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	23%	27%
First language learned at home other than English	2%	1%
Number of schools	31	31

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	984	936	878	982	865
Grade 3 mathematics	984	936	878	981	863
Grade 6	1 079	1 098	954	1 032	984

*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**



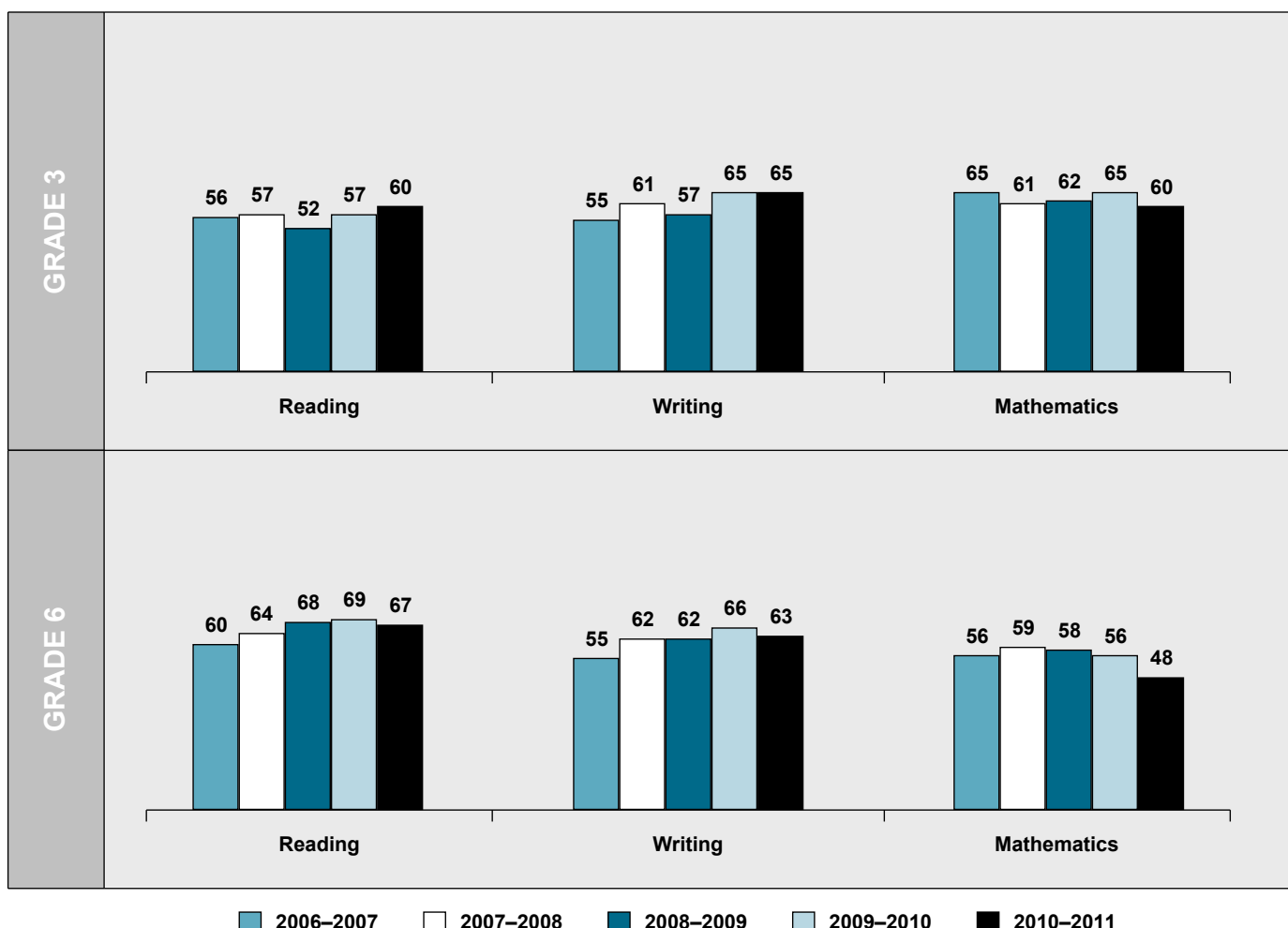
Board Name: Rainbow District School Board (28029)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	18%	23%
First language learned at home other than English	1%	1%
Number of schools	34	32

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	922	937	905	903	819
Grade 3 mathematics	922	937	905	903	819
Grade 6	1 047	1 023	1 025	914	956

*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**



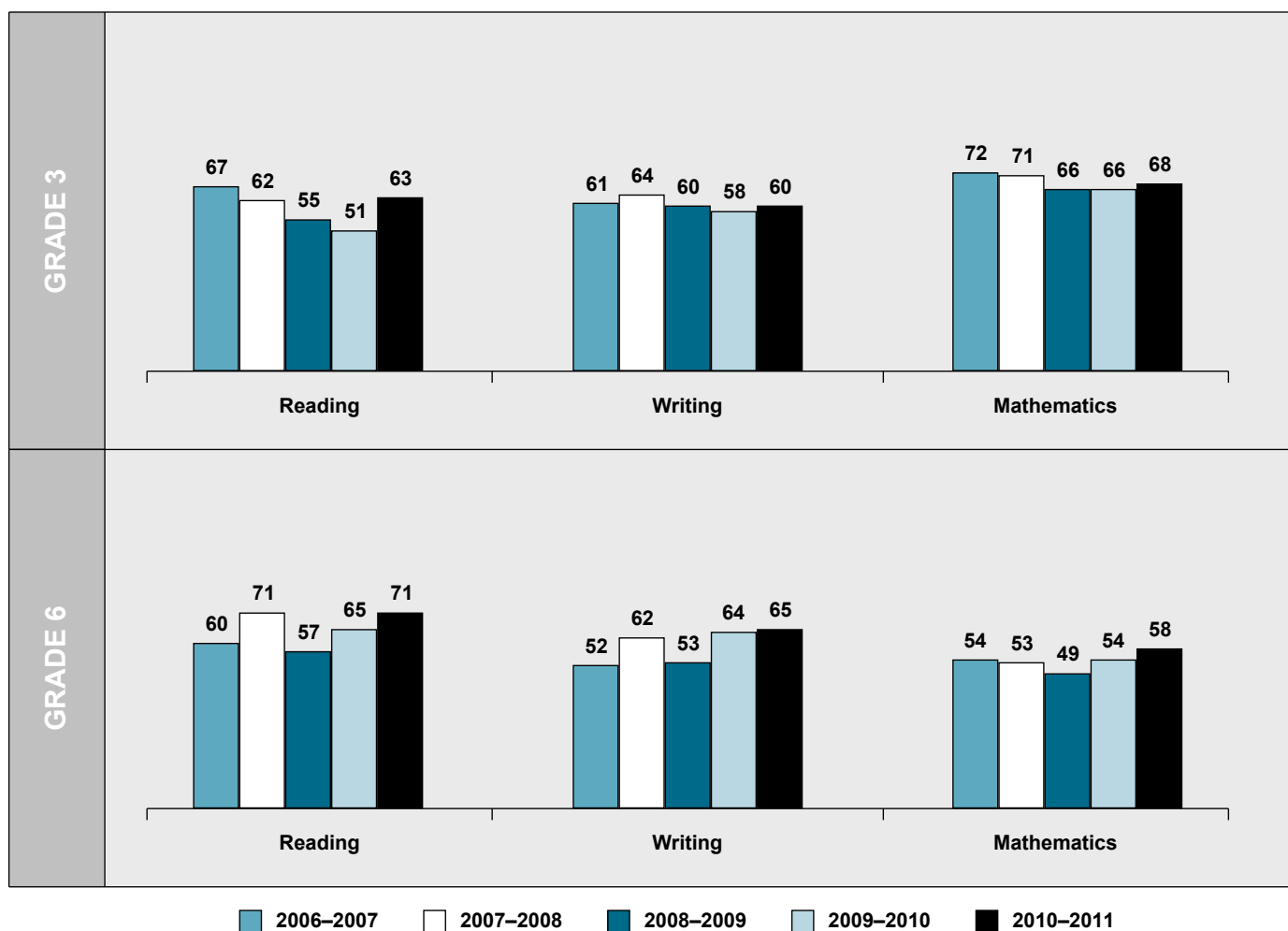
Board Name: Rainy River DSB (28053)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	23%	28%
First language learned at home other than English	0%	2%
Number of schools	9	10

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	173	167	164	172	182
Grade 3 mathematics	173	167	164	172	182
Grade 6	188	173	195	168	186

*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**



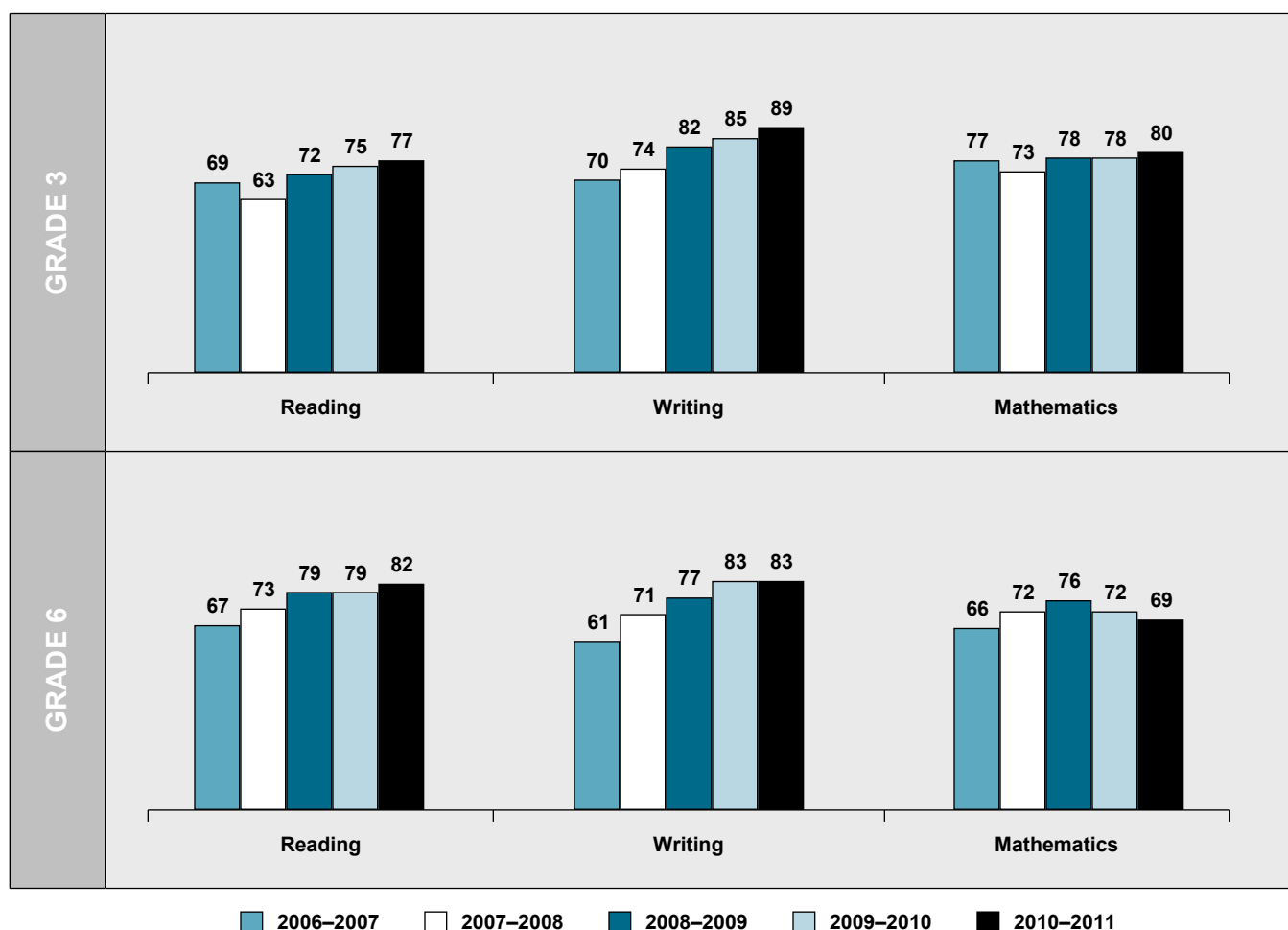
Board Name: Renfrew County Catholic DSB (67199)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	22%	26%
First language learned at home other than English	1%	1%
Number of schools	21	20

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	398	384	357	398	334
Grade 3 mathematics	398	384	357	398	334
Grade 6	470	368	354	383	372

*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**



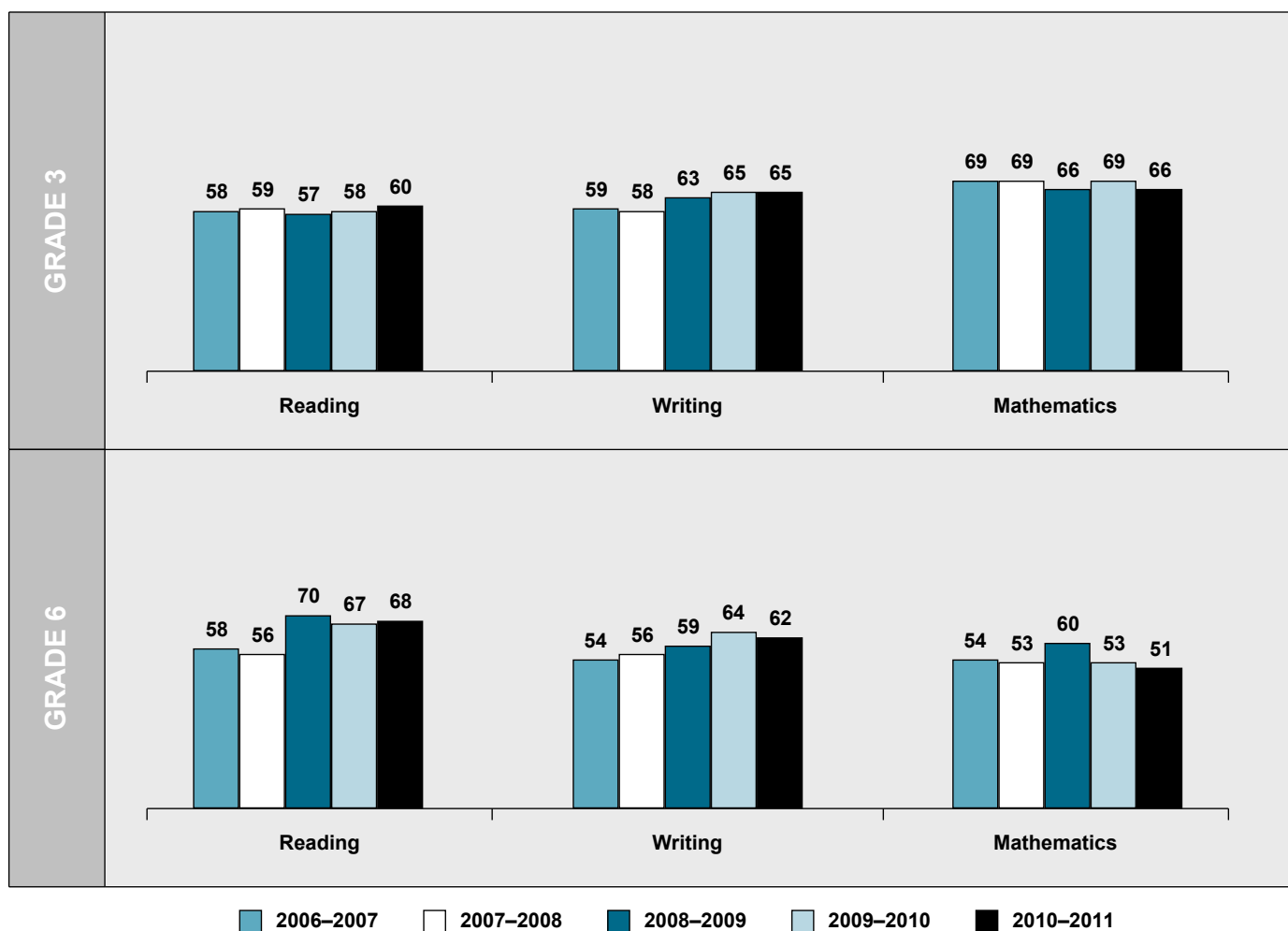
Board Name: Renfrew County DSB (66214)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	21%	22%
First language learned at home other than English	1%	1%
Number of schools	23	23

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	638	611	581	615	623
Grade 3 mathematics	638	611	581	615	623
Grade 6	685	695	645	652	636

*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**



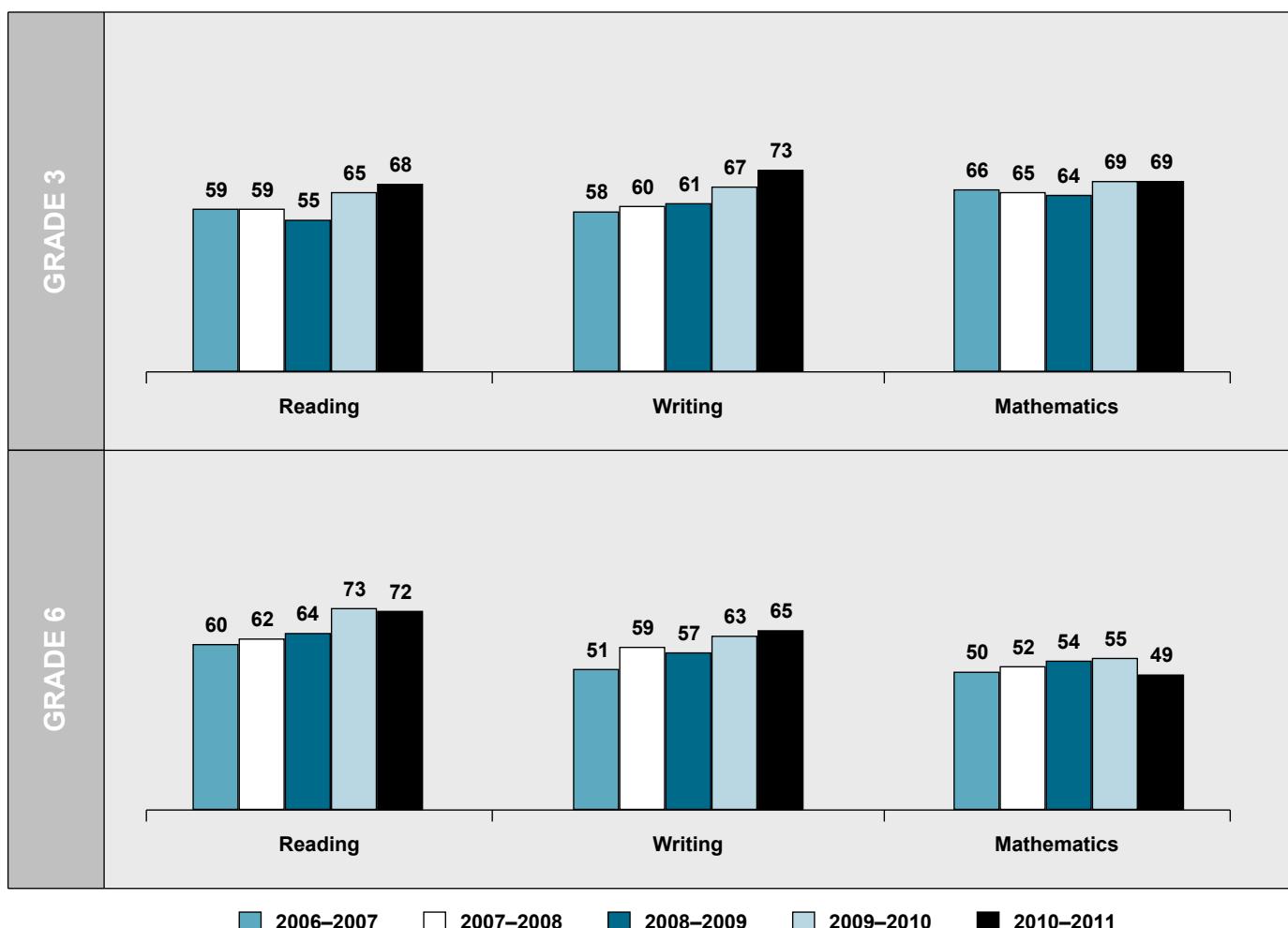
Board Name: Simcoe County DSB (66109)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	<1%
Students with special education needs (excluding gifted)	20%	22%
First language learned at home other than English	2%	3%
Number of schools	87	87

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	3 571	3 596	3 343	3 509	3 318
Grade 3 mathematics	3 571	3 596	3 343	3 509	3 318
Grade 6	4 123	3 884	3 793	3 718	3 767

*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**



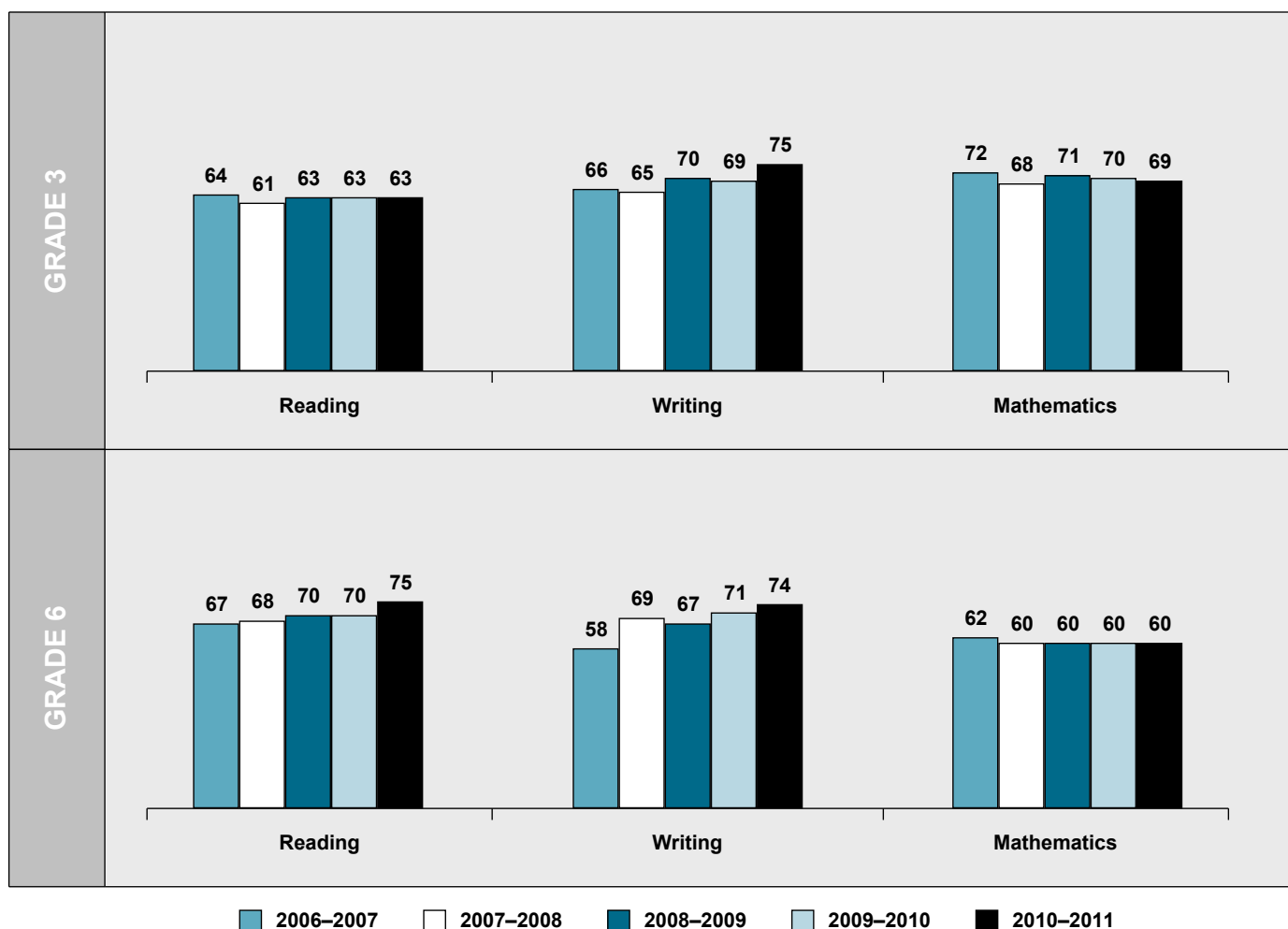
Board Name: Simcoe Muskoka Catholic DSB (67091)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	<1%
Students with special education needs (excluding gifted)	17%	19%
First language learned at home other than English	2%	2%
Number of schools	44	43

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 456	1 369	1 258	1 325	1 320
Grade 3 mathematics	1 456	1 369	1 258	1 325	1 320
Grade 6	1 606	1 645	1 457	1 513	1 386

*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**



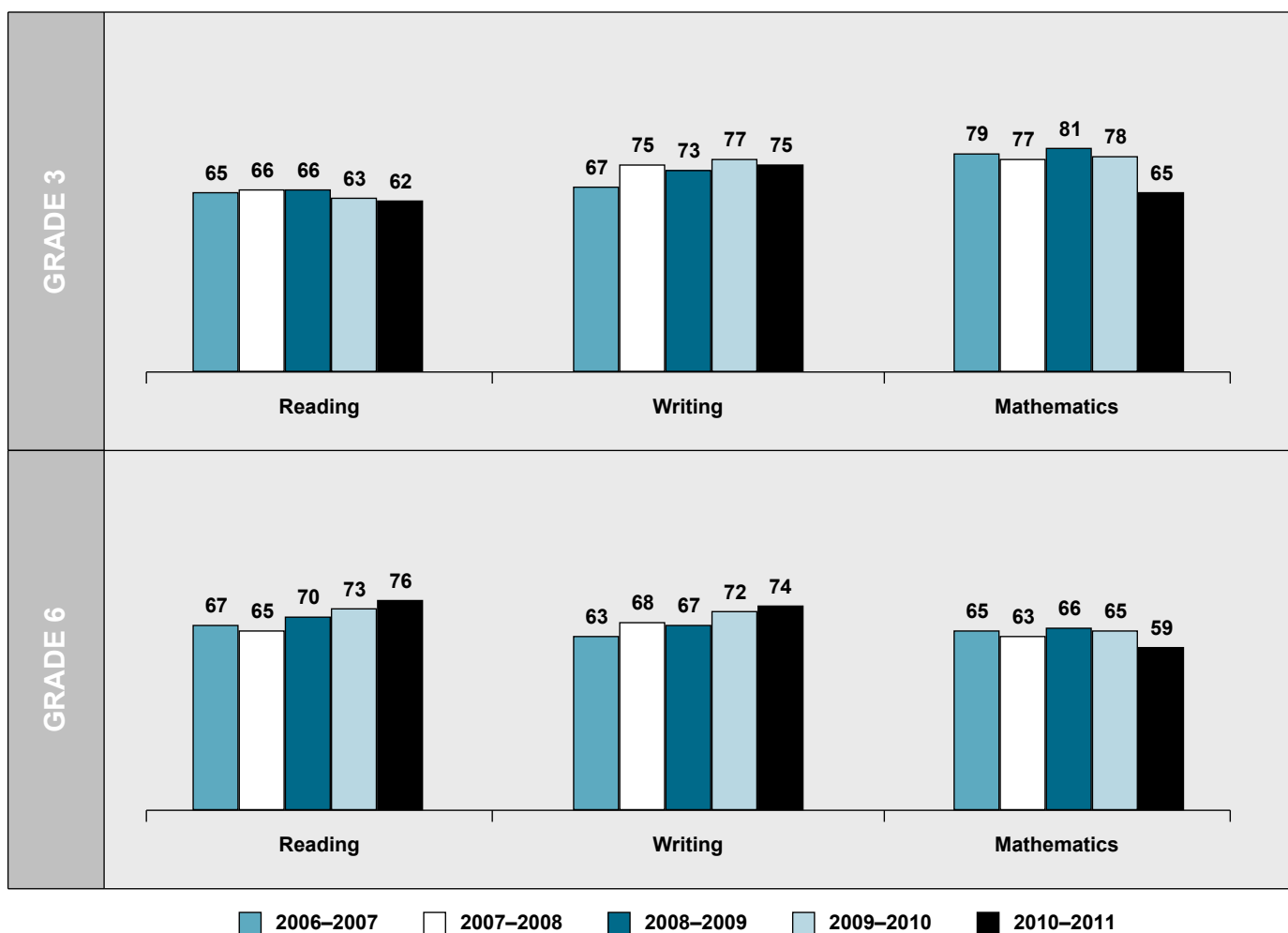
Board Name: St. Clair Catholic District School Board (67040)

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

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	748	767	658	673	642
Grade 3 mathematics	748	767	658	673	642
Grade 6	857	813	762	758	753

*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**



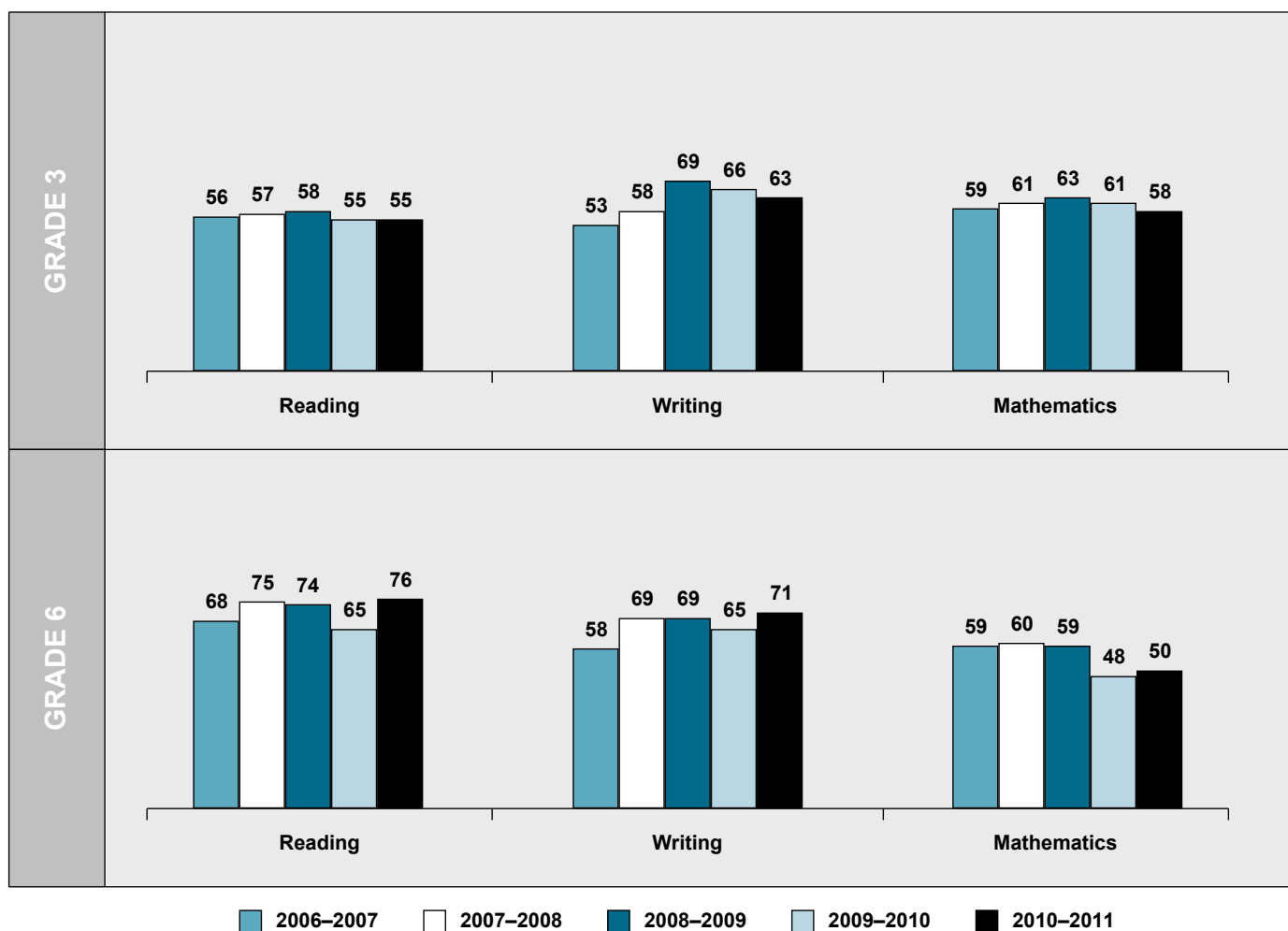
Board Name: Sudbury Catholic DSB (29033)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	27%	25%
First language learned at home other than English	1%	1%
Number of schools	18	19

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	485	467	455	391	406
Grade 3 mathematics	485	467	455	390	406
Grade 6	518	472	522	495	447

*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**



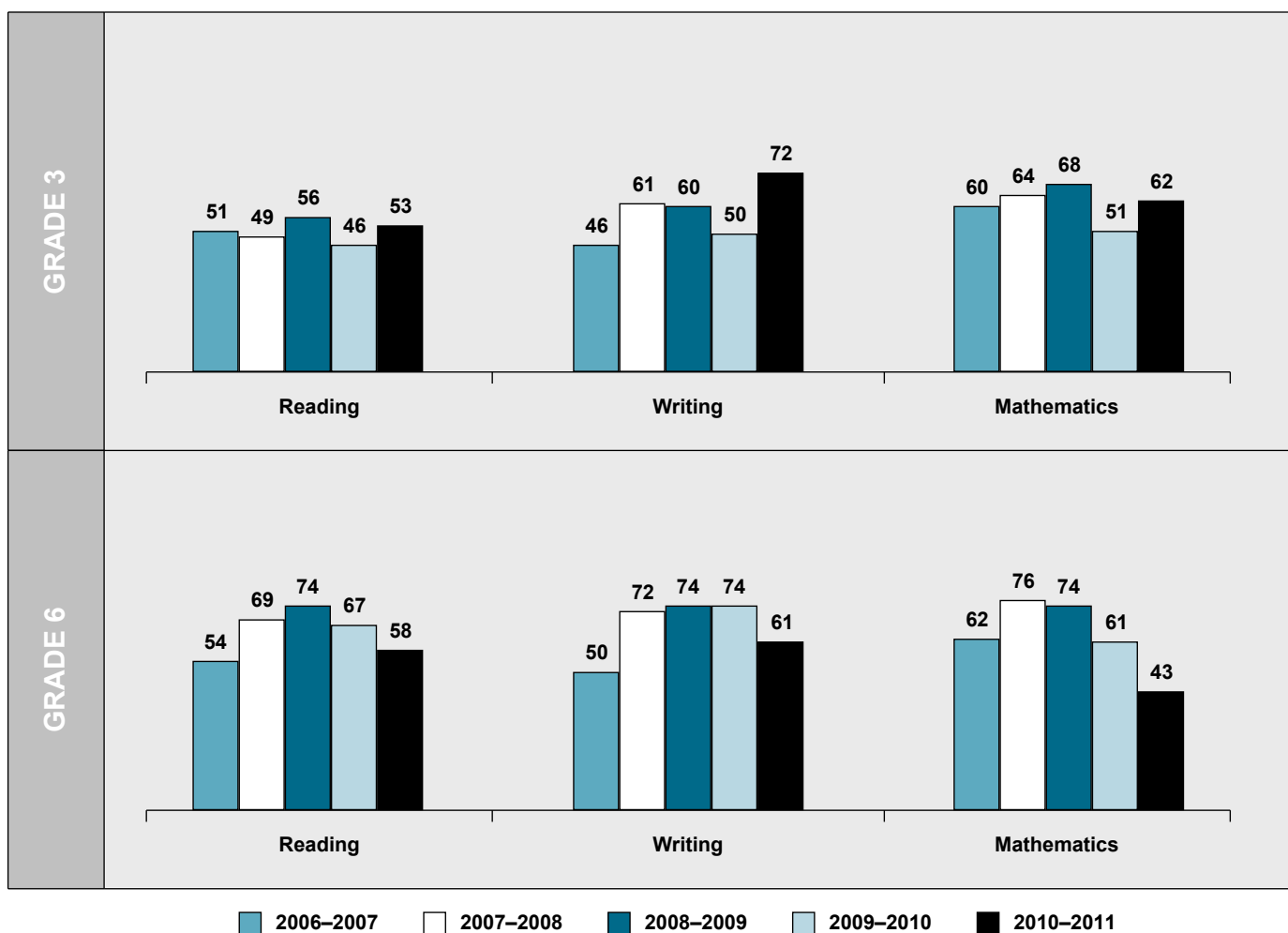
Board Name: Superior North Catholic DSB (29076)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	24%	28%
First language learned at home other than English	1%	5%
Number of schools	9	8

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	85	72	73	84	72
Grade 3 mathematics	85	72	73	84	72
Grade 6	82	72	87	94	74

*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**



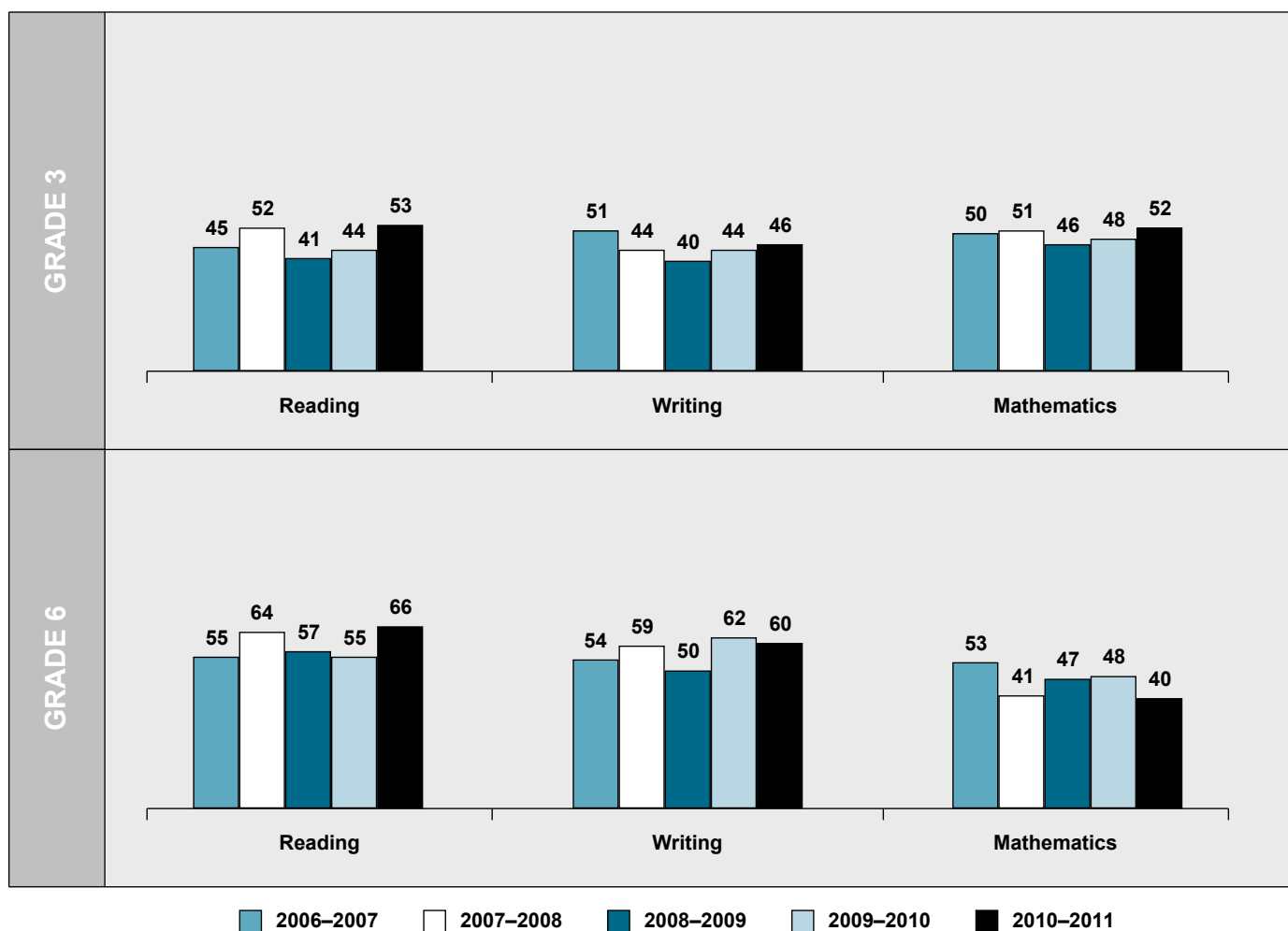
Board Name: Superior-Greenstone DSB (28070)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	18%	24%
First language learned at home other than English	0%	1%
Number of schools	10	10

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	110	98	100	77	79
Grade 3 mathematics	110	98	100	77	79
Grade 6	131	102	101	94	96

*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**



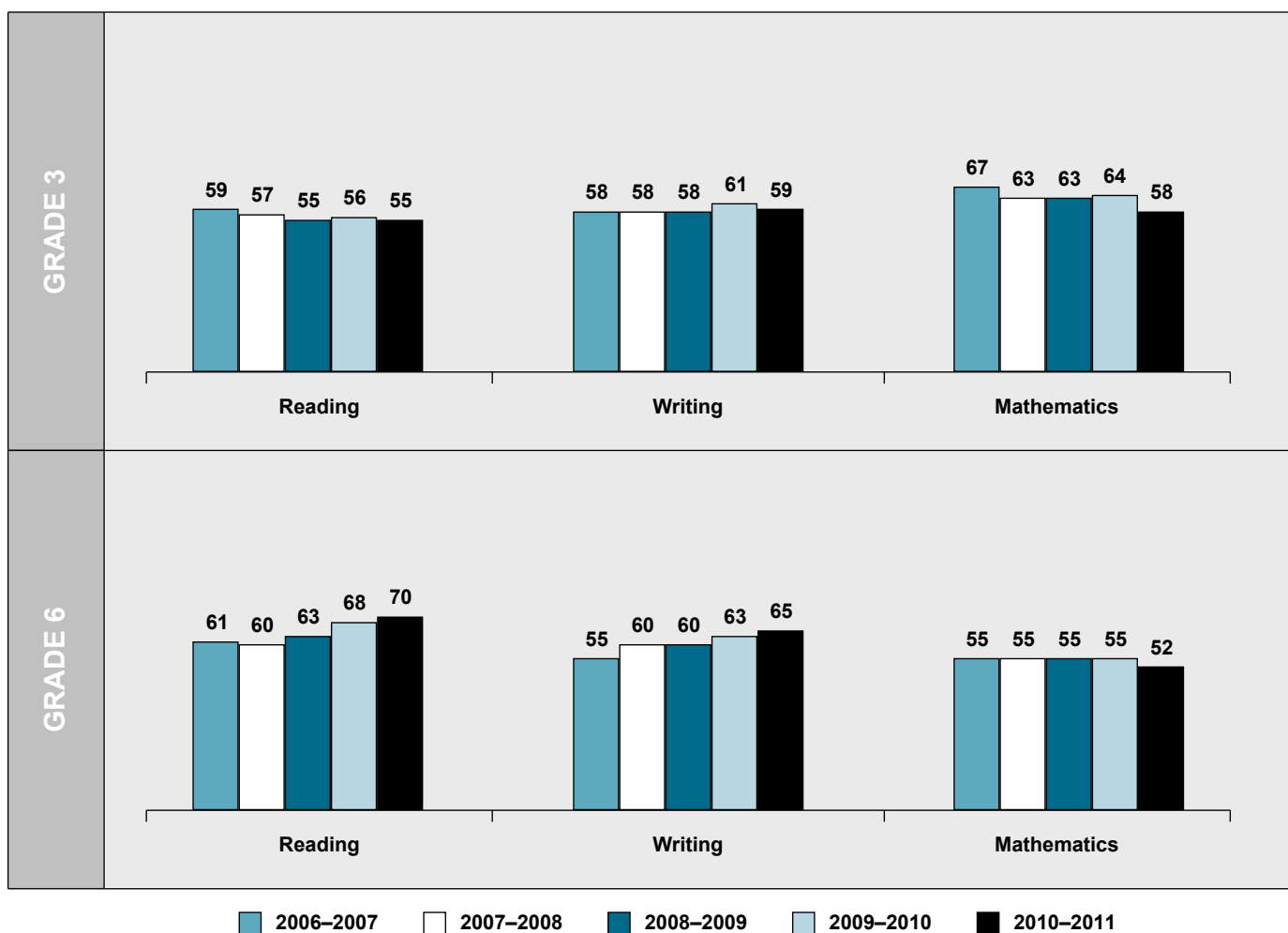
Board Name: Thames Valley District School Board (66044)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	7%	4%
Students with special education needs (excluding gifted)	11%	16%
First language learned at home other than English	9%	10%
Number of schools	137	138

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	4 821	4 737	4 463	4 617	4 480
Grade 3 mathematics	5 182	5 124	4 830	5 066	4 934
Grade 6	6 023	5 644	5 375	5 308	5 242

*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**



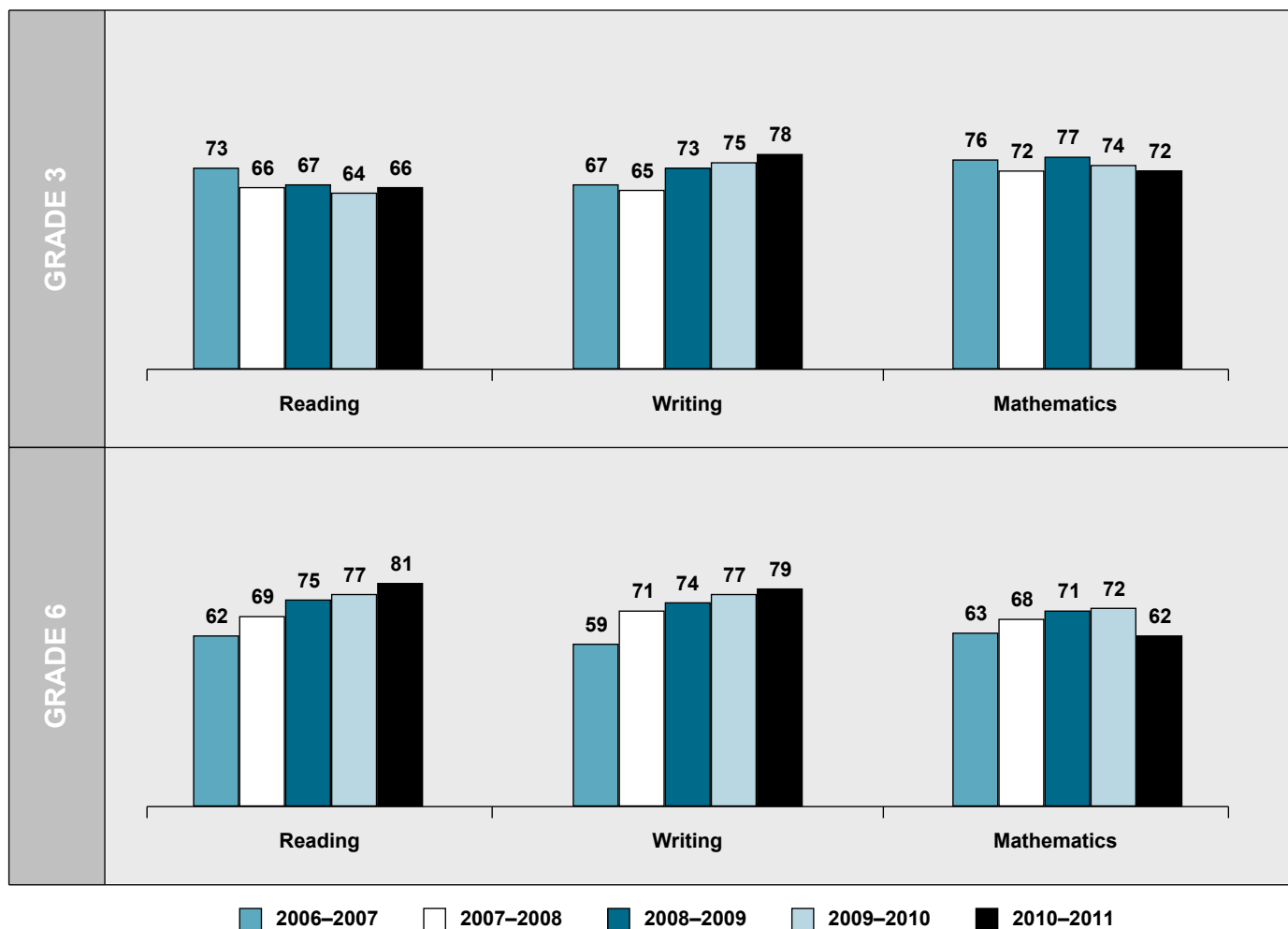
Board Name: Thunder Bay Catholic DSB (29068)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	2%
Students with special education needs (excluding gifted)	27%	26%
First language learned at home other than English	2%	2%
Number of schools	15	15

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	612	583	592	598	585
Grade 3 mathematics	612	583	592	598	585
Grade 6	682	652	589	604	587

*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**



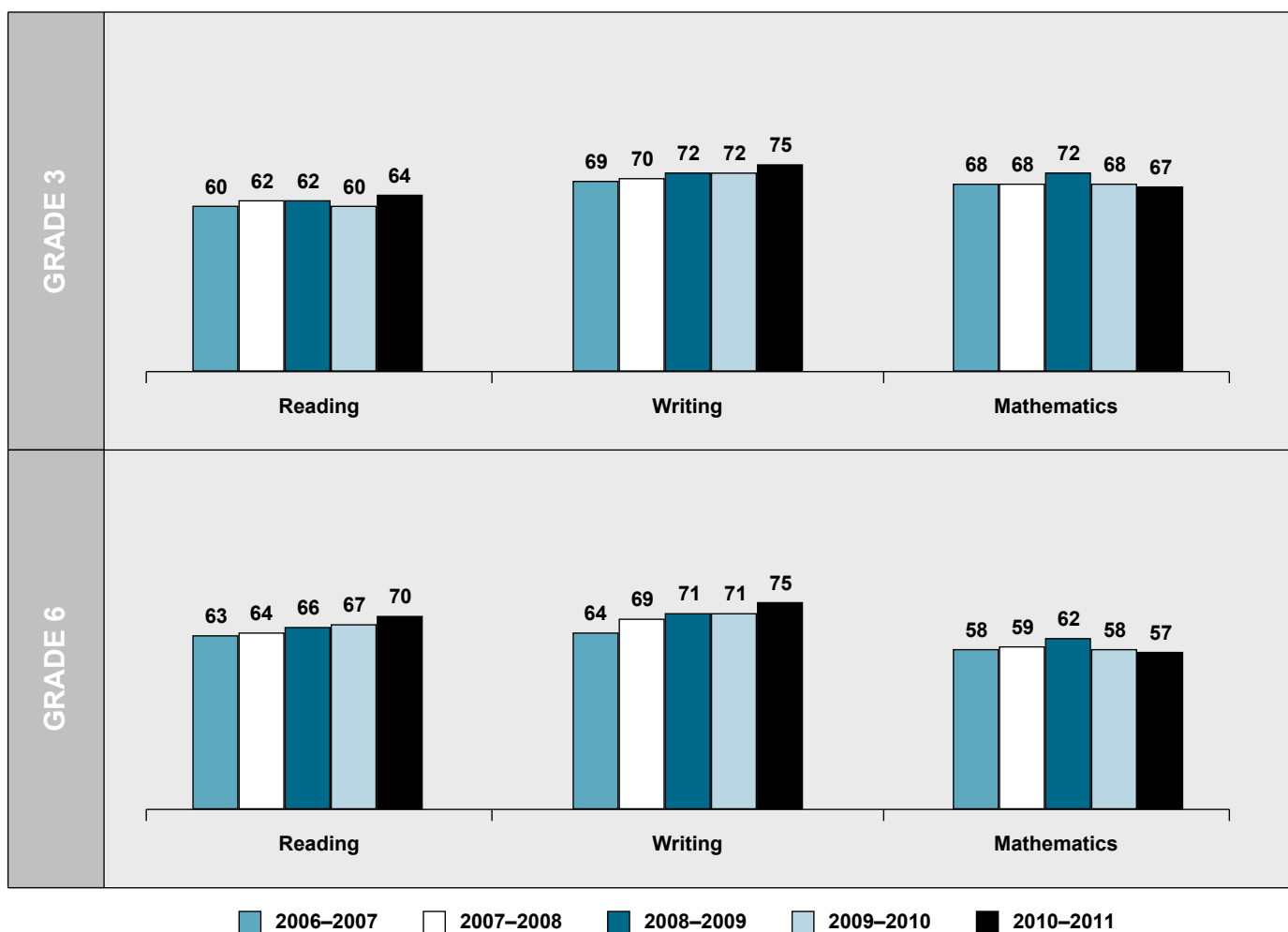
Board Name: Toronto Catholic District School Board (67059)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	10%	11%
Students with special education needs (excluding gifted)	15%	19%
First language learned at home other than English	31%	37%
Number of schools	169	169

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	6 083	6 161	5 780	6 100	5 693
Grade 3 mathematics	6 243	6 305	5 960	6 292	5 857
Grade 6	7 061	6 702	6 756	6 507	6 654

*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**



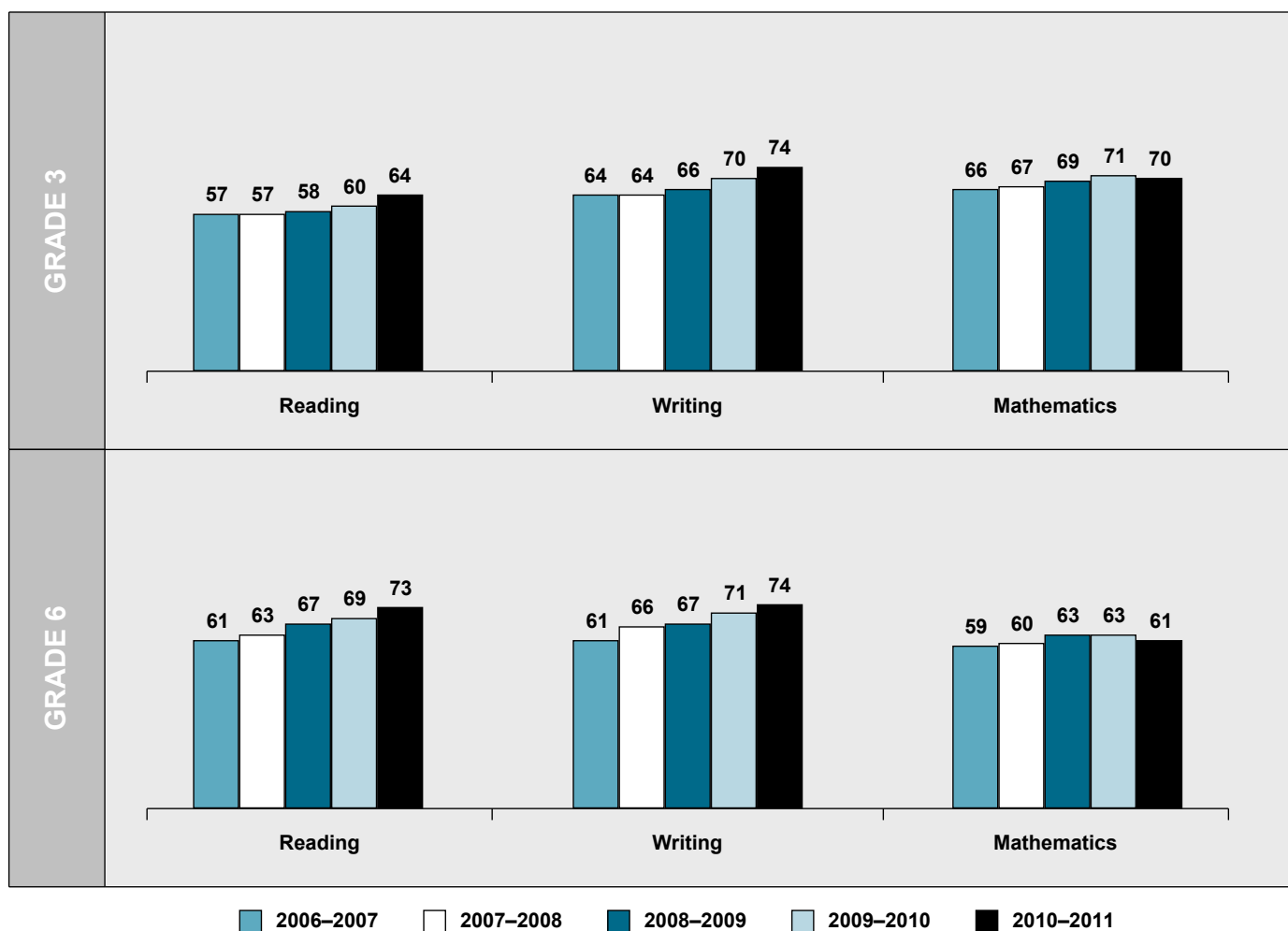
Board Name: Toronto DSB (66052)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	3%
Students with special education needs (excluding gifted)	18%	20%
First language learned at home other than English	46%	48%
Number of schools	398	333

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	16 526	15 866	16 062	15 500	15 228
Grade 3 mathematics	17 813	17 210	17 388	16 858	16 739
Grade 6	19 086	18 355	17 552	17 174	16 587

*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**



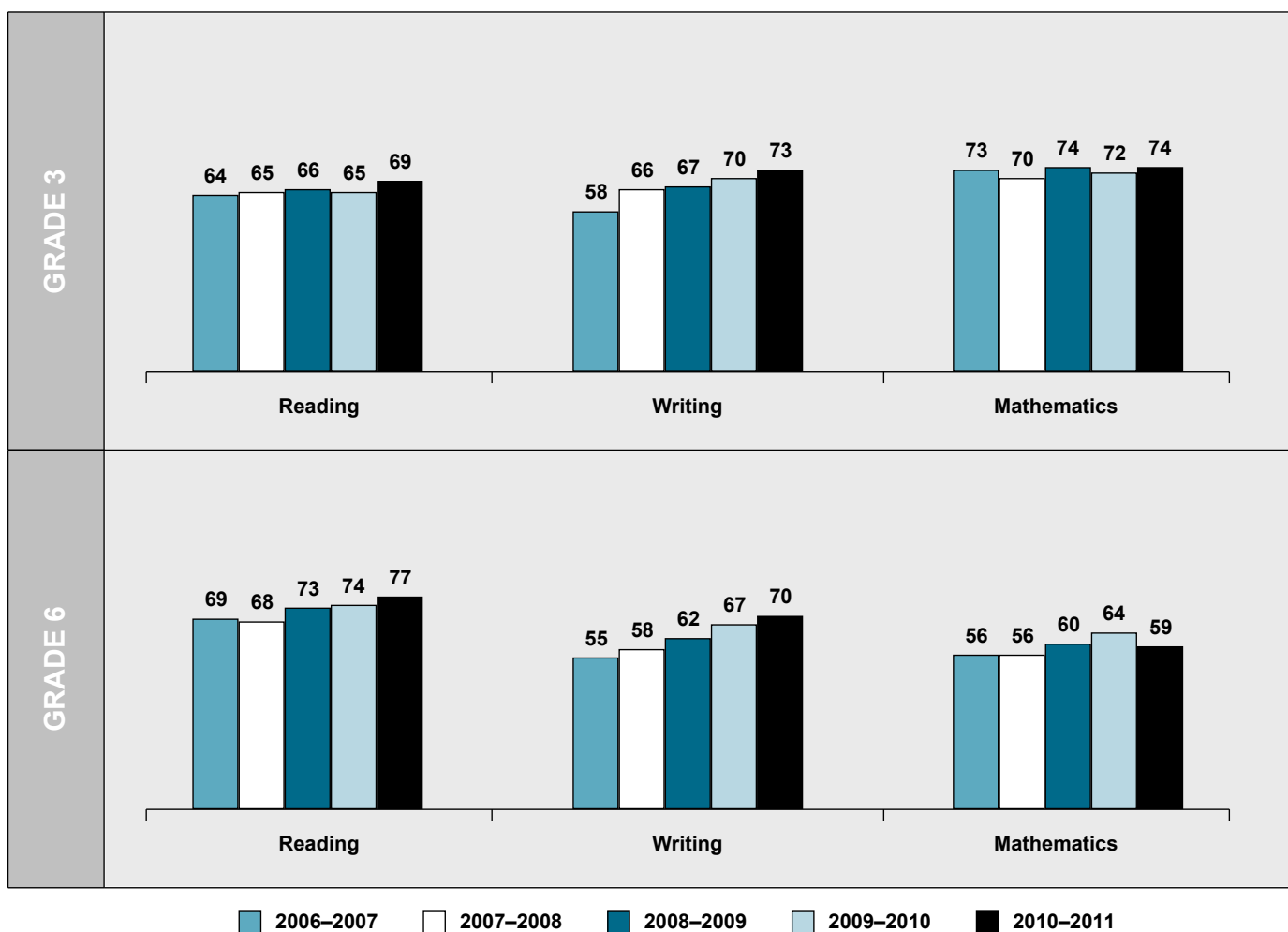
Board Name: Trillium Lakelands DSB (66087)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	28%	28%
First language learned at home other than English	1%	<1%
Number of schools	35	35

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 077	1 100	1 013	1 005	902
Grade 3 mathematics	1 209	1 235	1 152	1 136	1 017
Grade 6	1 474	1 330	1 367	1 228	1 233

*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**



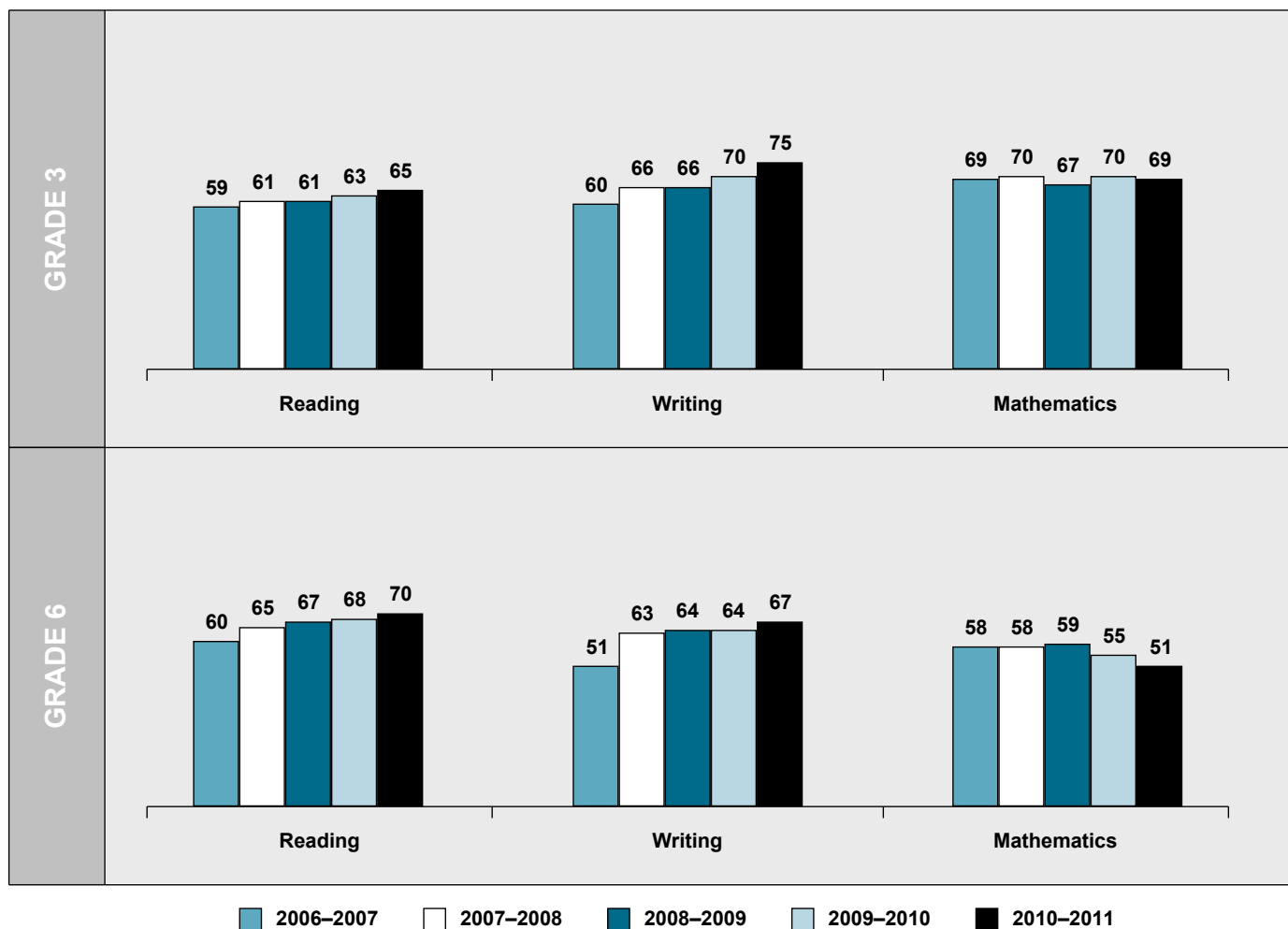
Board Name: Upper Canada DSB (66192)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	31%	32%
First language learned at home other than English	2%	2%
Number of schools	66	65

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 928	1 867	1 887	1 746	1 684
Grade 3 mathematics	1 928	1 867	1 884	1 746	1 684
Grade 6	2 351	2 074	1 987	1 943	1 934

*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**



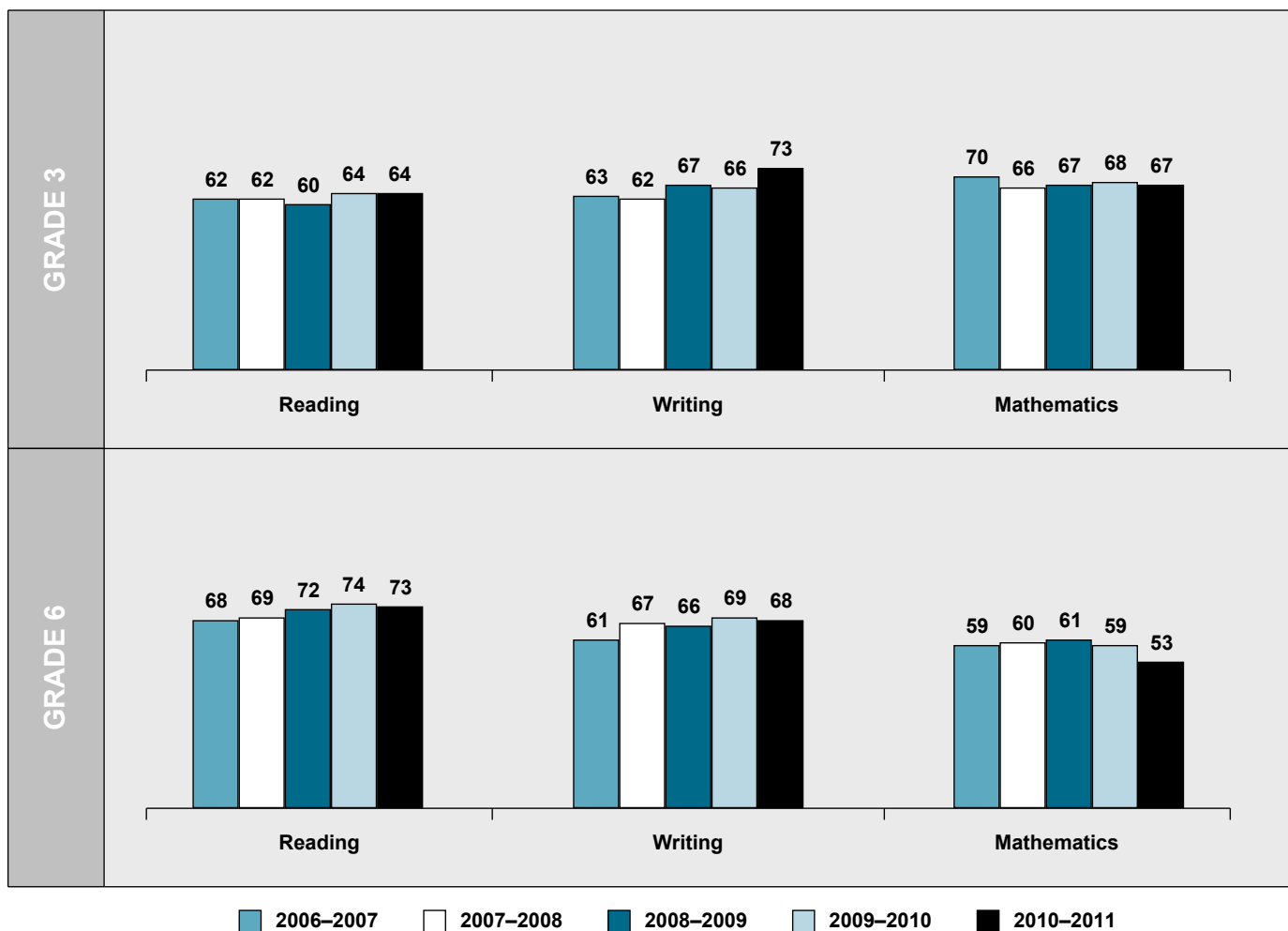
Board Name: Upper Grand DSB (66117)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	18%	20%
First language learned at home other than English	9%	11%
Number of schools	59	59

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	2 224	2 230	2 155	2 128	2 113
Grade 3 mathematics	2 224	2 230	2 155	2 128	2 113
Grade 6	2 479	2 418	2 357	2 256	2 297

*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**



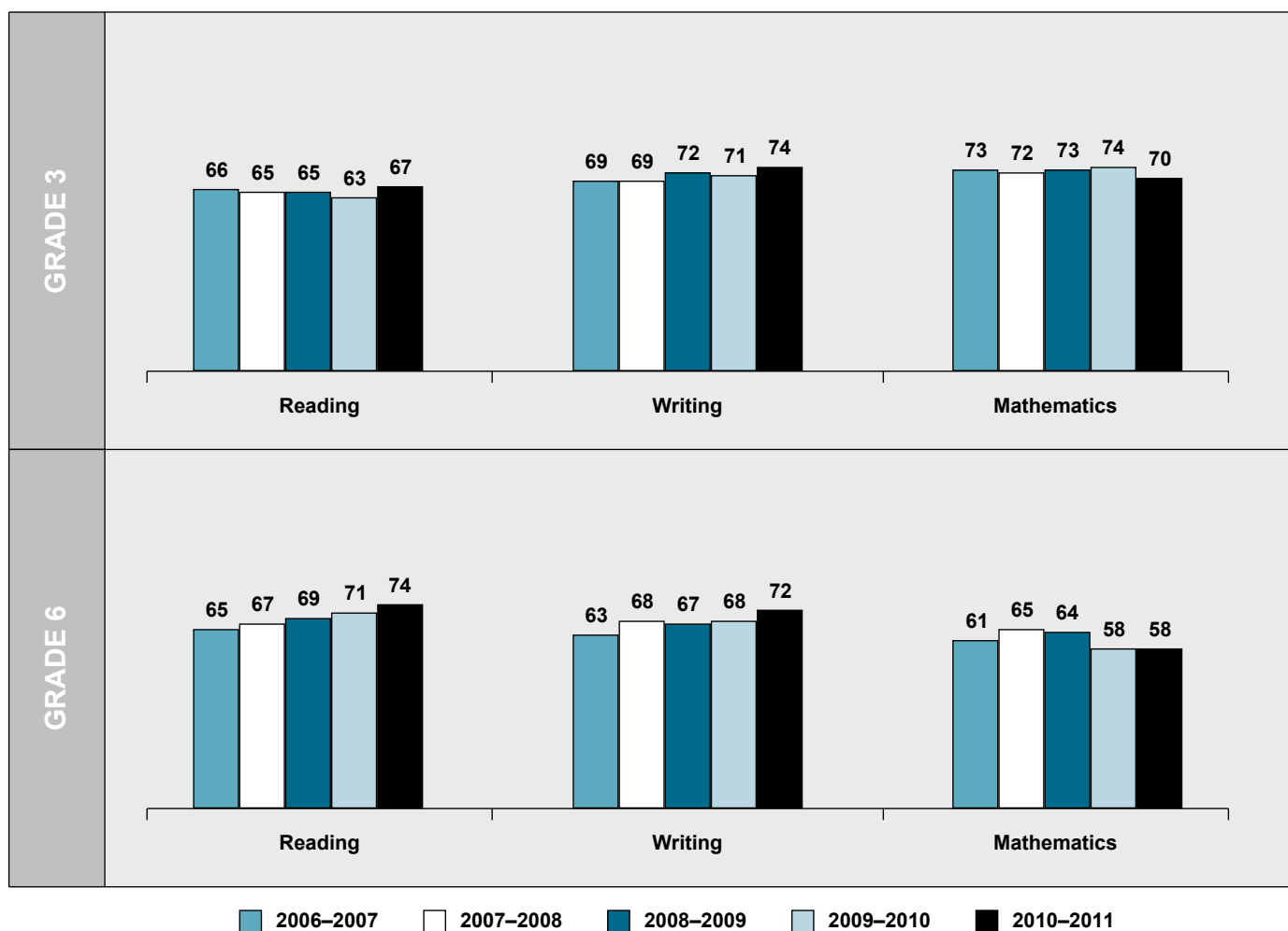
Board Name: Waterloo Catholic DSB (67148)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	18%	23%
First language learned at home other than English	12%	15%
Number of schools	46	46

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 653	1 603	1 502	1 522	1 538
Grade 3 mathematics	1 653	1 603	1 502	1 522	1 538
Grade 6	1 766	1 747	1 629	1 665	1 614

*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**



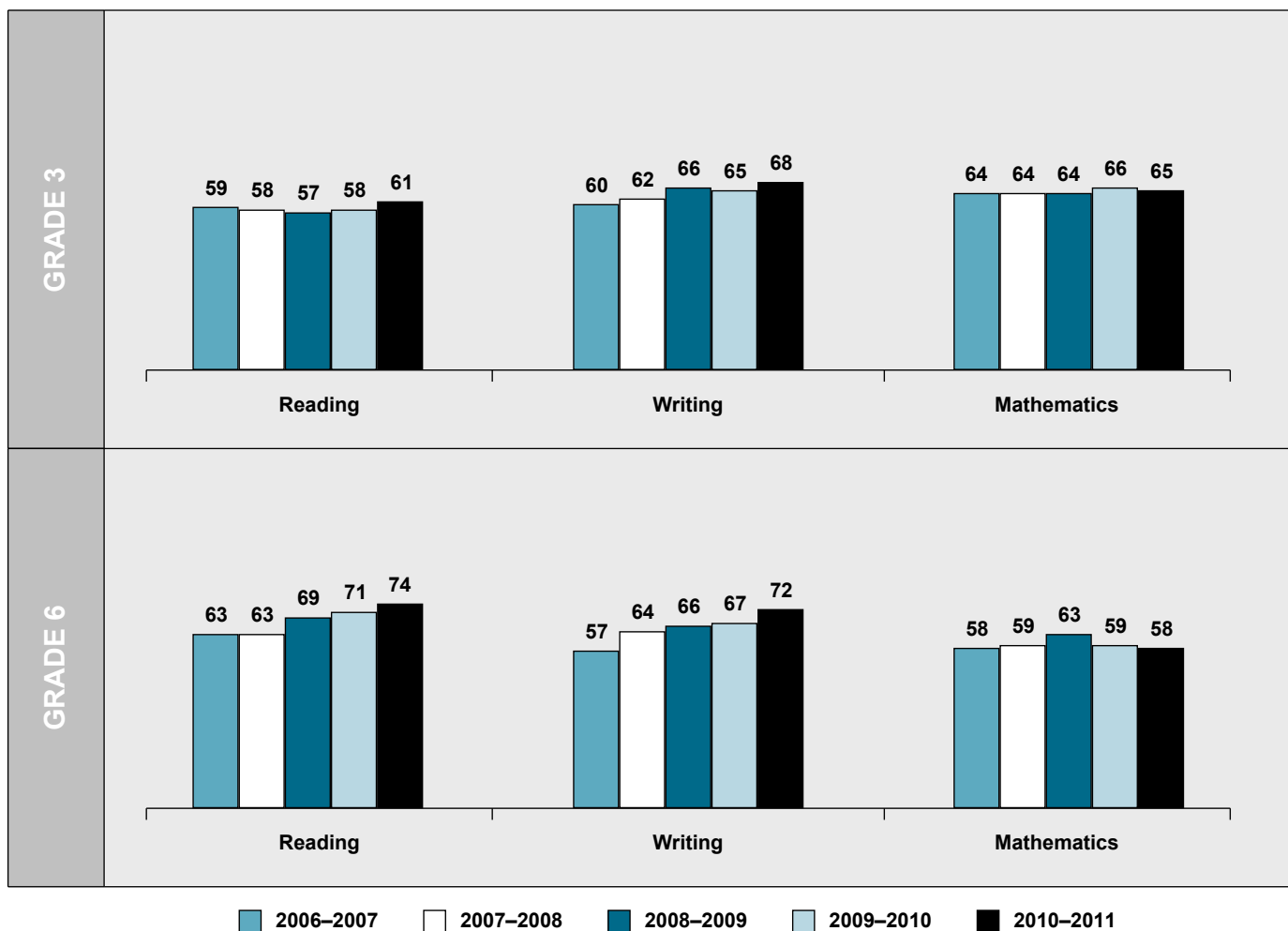
Board Name: Waterloo Region DSB (66176)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	15%	8%
Students with special education needs (excluding gifted)	17%	22%
First language learned at home other than English	22%	20%
Number of schools	88	85

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	4 046	3 996	3 951	4 126	3 911
Grade 3 mathematics	4 046	3 996	3 951	4 125	3 911
Grade 6	4 264	4 178	4 129	4 142	4 094

*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**



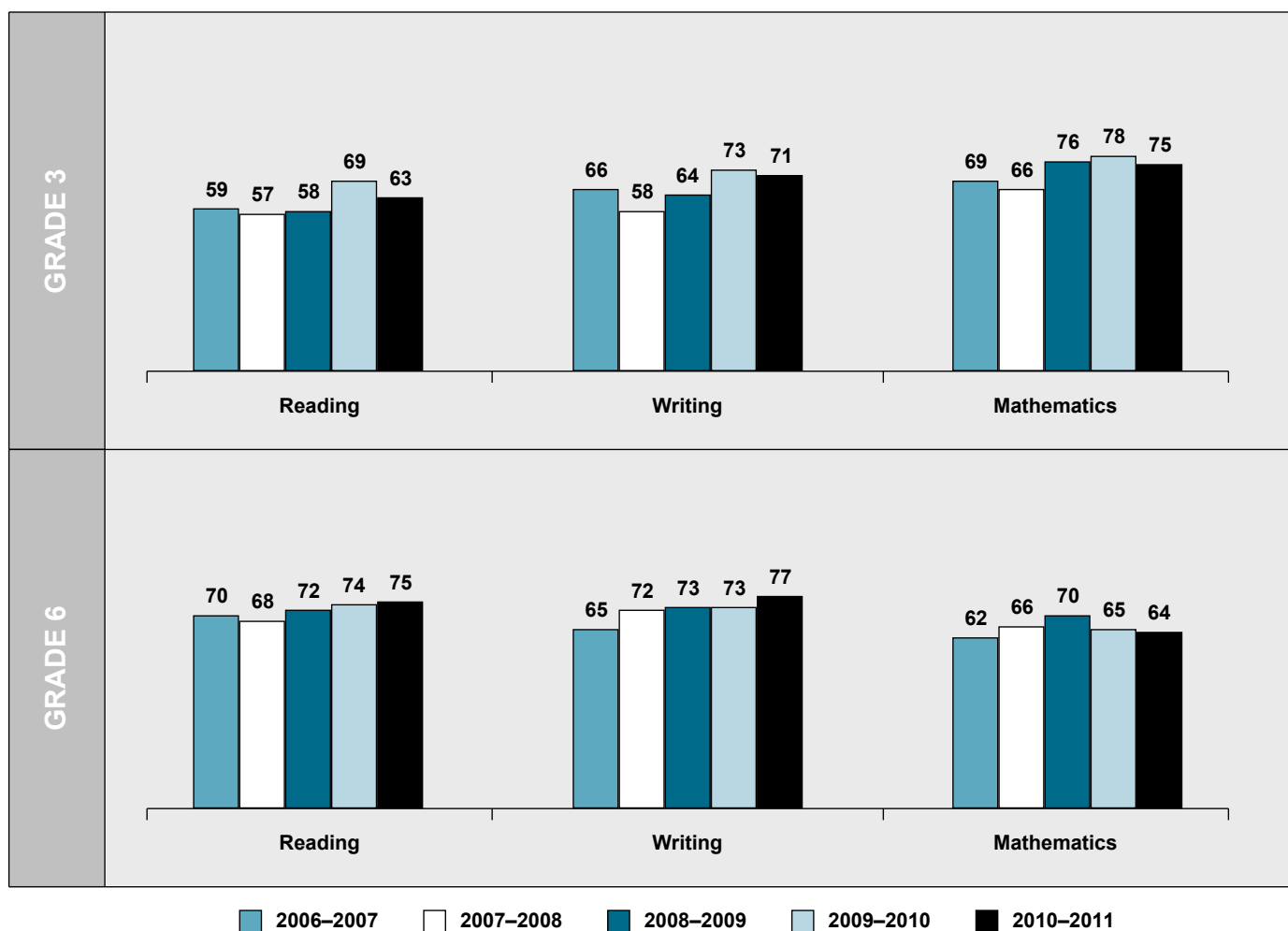
Board Name: Wellington Catholic DSB (67130)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	13%	18%
First language learned at home other than English	1%	5%
Number of schools	17	17

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	614	651	594	592	577
Grade 3 mathematics	614	651	594	592	577
Grade 6	697	687	634	639	669

*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**



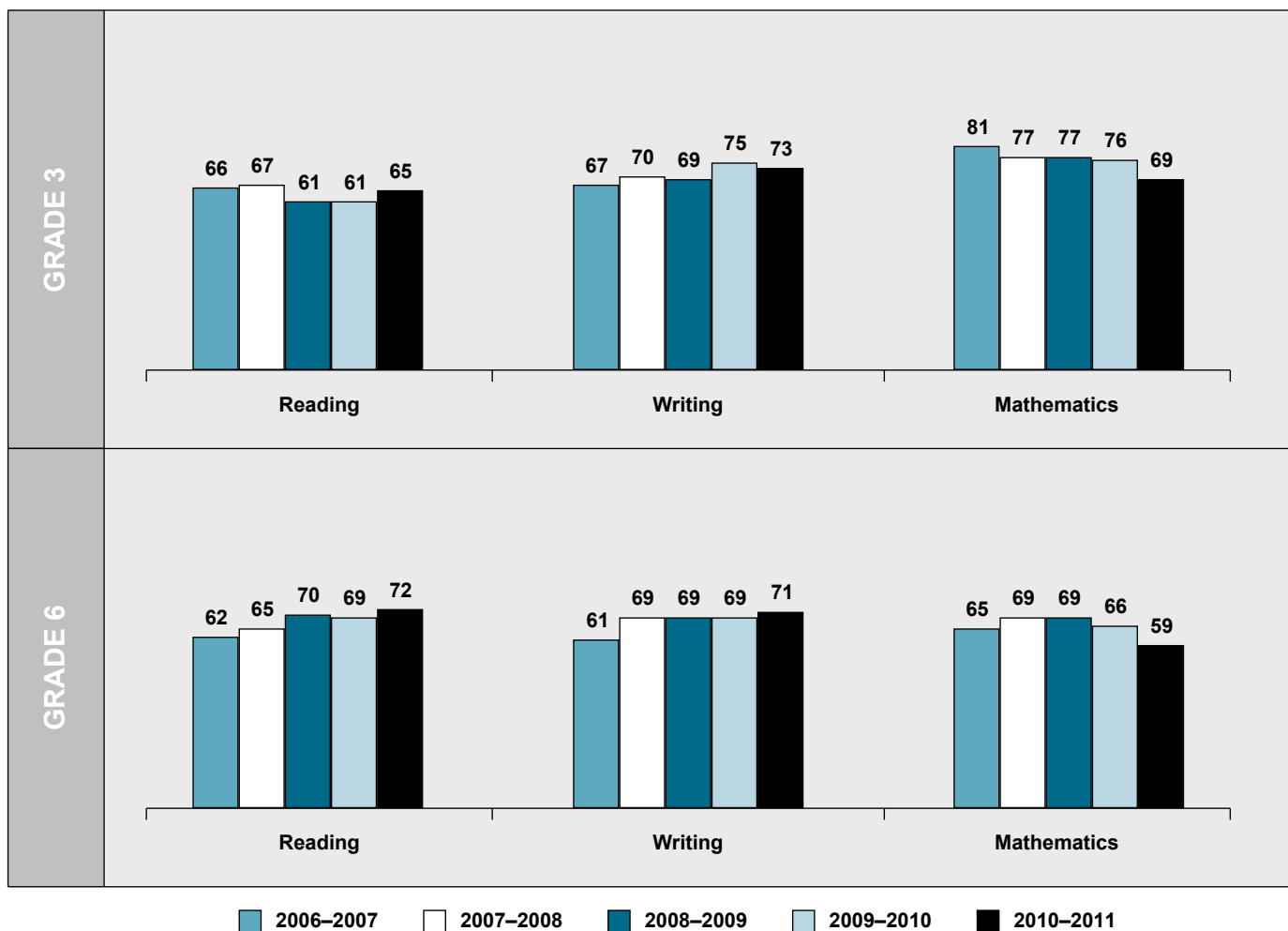
Board Name: Windsor-Essex Catholic DSB (67024)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	3%
Students with special education needs (excluding gifted)	11%	16%
First language learned at home other than English	9%	10%
Number of schools	40	40

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	1 731	1 741	1 630	1 618	1 540
Grade 3 mathematics	1 731	1 741	1 630	1 618	1 540
Grade 6	1 936	1 869	1 687	1 722	1 708

*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**



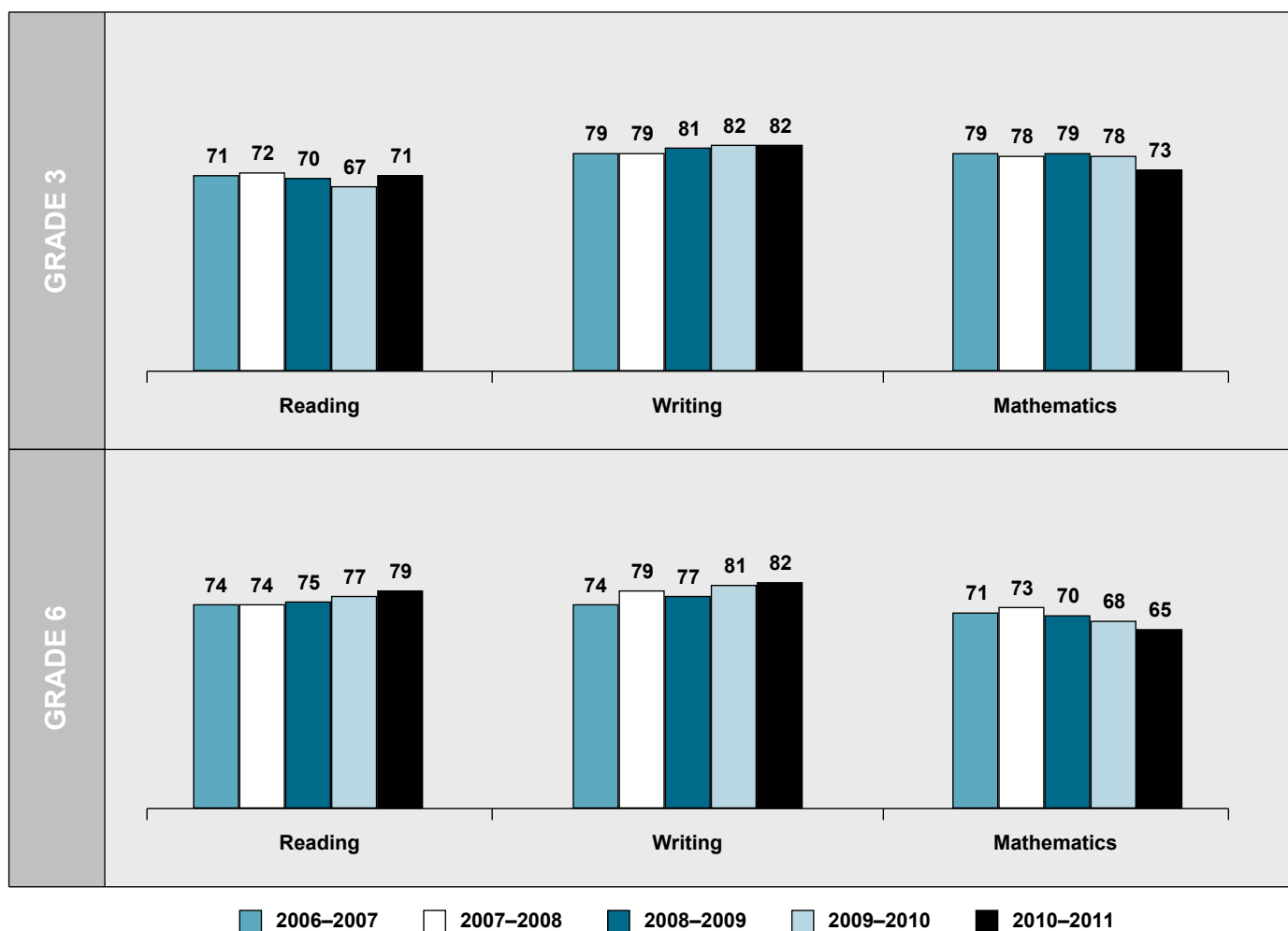
Board Name: York Catholic DSB (67075)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	11%	15%
First language learned at home other than English	16%	17%
Number of schools	86	86

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	3 700	3 705	3 721	3 888	3 831
Grade 3 mathematics	3 700	3 705	3 721	3 888	3 831
Grade 6	4 164	4 040	4 169	3 932	3 902

*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**



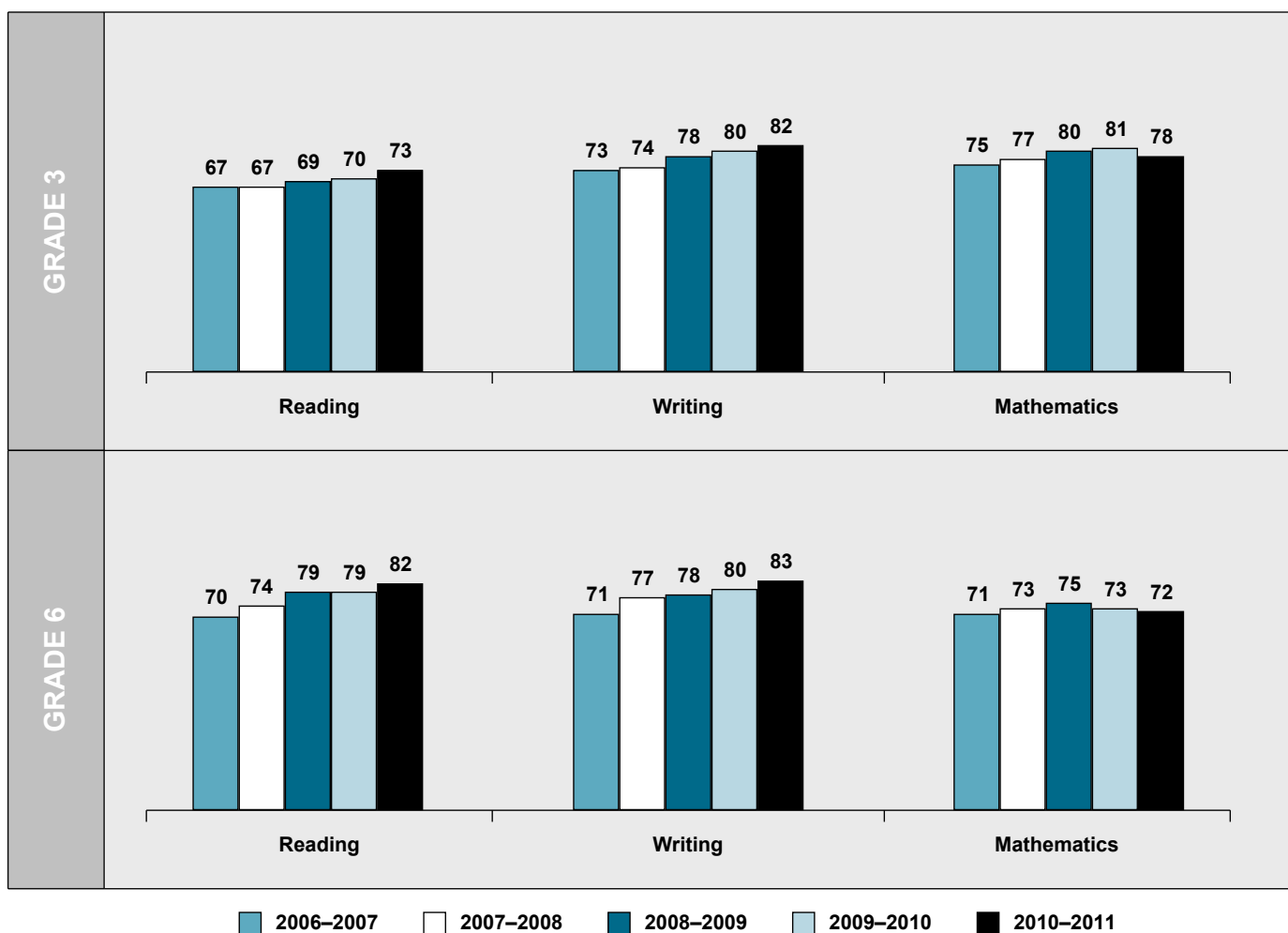
Board Name: York Region DSB (66095)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	22%	18%
Students with special education needs (excluding gifted)	9%	14%
First language learned at home other than English	41%	39%
Number of schools	159	157

Number of Students	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Grade 3 reading and writing*	6 199	6 316	6 530	6 553	6 773
Grade 3 mathematics	7 008	7 249	7 521	7 630	7 917
Grade 6	8 173	8 145	7 939	7 990	8 152

*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**



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