

Ontario Student Achievement

English-Language Students



EQAO's Provincial Elementary School Report: Results of the 2011–2012 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6)

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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Results of the 2011–2012 Assessments of Reading,
Writing and Mathematics, Primary Division
(Grades 1–3) and Junior Division (Grades 4–6)**

MESSAGE FROM THE CHAIR

The Education Quality and Accountability Office (EQAO) was established in 1996, in large part because parents and the public called for an independent gauge of children's level of learning and achievement. Since then, EQAO has become a key part of Ontario's educational landscape and a driver for system accountability. Today, the agency continues to reach new levels of sophistication and quality of service to the educational community, parents and the public.

EQAO's mandate is to conduct testing of all students across the province at key points in their educational journey and to report the results to policy makers, educators and the public. Our work goes beyond simply reporting, however—EQAO data have proven to act as a catalyst for increasing student success by being an important source of information on student learning. EQAO also creates helpful resources for its stakeholders, to assist the educational community in its work to support student achievement.

I am pleased to present EQAO's *Provincial Elementary School Report: Results of the 2011–2012 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6)*. The information presented in this year's report provides valuable insight into student progress and achievement.

Once again, EQAO tracked students' achievement in mathematics from Grade 3 to Grade 6 to Grade 9, and in literacy from Grade 3 to Grade 6 to Grade 10. Through tracking student progress across school levels, it has been determined that early success is strongly tied to success in higher grades. This is vital information to consider because it means that personalized interventions need to be implemented for students who are not reaching achievement expectations (outlined in *The Ontario Curriculum*) as early as possible.

This provincial report also includes the results of this year's questionnaires, completed by students, teachers and principals. The student survey focused on attitudes toward reading, writing and mathematics. Educators can use this information when formulating improvement plans for their classrooms and schools. By developing learning strategies that reflect student experience, the possibility for improved achievement is heightened.

An EQAO Research bulletin based on questionnaire results, "EQAO Research Reveals Characteristics of High- and Low-Achieving Schools," highlights the differences between the attitudes, behaviours and practices of principals, teachers and students in high-achieving and low-achieving schools in Ontario. Many principals and their staff have found this research bulletin helpful, as it allows them to reflect on the impact of these factors on their own schools. The information on high-achieving schools has inspired many to modify their practices for improvement. There is no question that this research will continue to stimulate conversations that will lead to action on behalf of students.

As we look to the future, EQAO will continue to deliver exceptional services and supports to educators, parents, policy makers and all Ontarians. We are committed to our foundational principles of public accountability, fair and meaningful student evaluation and the delivery of significant data—data that will help the educational community provide Ontario students with the best possible learning experience and opportunity for success in their future.



Brian L. Desbiens
Chair, Board of Directors

A handwritten signature in cursive script that reads "Brian 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 2011–2012 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 continue to make notable improvement in reading and writing. Relative to five years ago, the largest increase has been made by Grade 3 students in writing, where the percentage of students at or above the provincial standard has increased by 10 percentage points, from 66% to 76%. Grade 3 students have also improved their achievement in reading, with 66% now meeting or exceeding the standard, compared to the 61% in 2008. On the junior-division assessment, written by students in Grade 6, 75% of students are now achieving the standard in reading, and 74% are achieving it in writing—increases of nine and seven percentage points, respectively, over the same period.

The mathematics results on the elementary school assessments indicate that achievement in numeracy is not keeping pace with achievement in literacy. The percentage of students at or above the standard, when viewed over a five-year period, has remained stable in Grade 3, at 68%. It has actually decreased by three percentage points, from 61% to 58%, in Grade 6. Once again, this year's results point to mathematics as an area that requires the further attention of Ontario's publicly funded school system. In literacy, years of province-, board- and school-wide focus and attention, informed by EQAO student achievement results, have contributed in an important and sustained way to progress. This should be our model and inspiration for improving achievement in mathematics.

EQAO's longitudinal studies show that the school system has been getting better at the early identification and support of students who are not meeting literacy expectations. Over the past five years, there has been an increase in the proportion of students who did not meet the provincial reading and writing standards when in Grade 3 but who improved to meet the standards in Grade 6. Specifically, the proportion of students who did not meet the reading standard when in Grade 3 but improved to meet it in Grade 6 has increased by 10 percentage points, from 40% to 50%. In writing, this proportion has increased by eight percentage points, from 41% to 49%. The same kind of progress has not, however, been seen in mathematics, where the proportion of students improving to meet the standard in Grade 6 has actually decreased by eight percentage points, from 28% to 20%. This is particularly troubling given that EQAO analyses consistently show that students who do not meet the provincial standard early in their schooling—that is, in either Grade 3 or Grade 6, or both—are much more likely to carry their difficulties into Grade 9.

In this report, we once again profile a number of Ontario schools because of their dedication to improving student achievement and enhancing their teaching strategies and school environment overall. By developing data-based improvement plans, these schools and their communities have worked together to ensure that each child is provided with the supports he or she needs. We trust that these schools' stories will provide inspiration to other educators and school communities across the province.



Marguerite Jackson
Chief Executive Officer

A handwritten signature in cursive script that reads "Marguerite Jackson".

Marguerite Jackson
Chief Executive Officer

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Results at a Glance

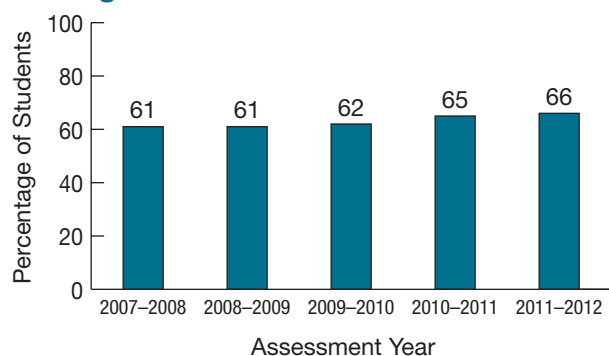
Results at a Glance

PRIMARY DIVISION

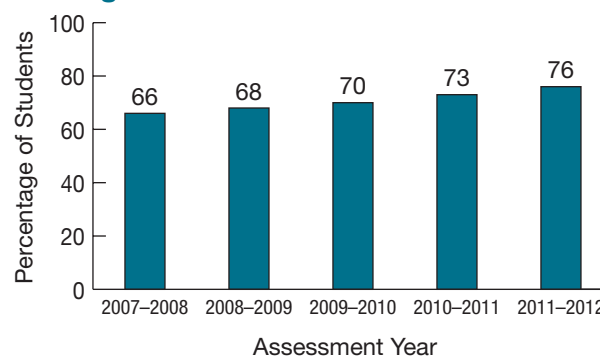
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time*

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
	# = 128 660	# = 125 481	# = 127 789	# = 124 117	# = 126 455
READING	61%	61%	62%	65%	66%
WRITING	66%	68%	70%	73%	76%
MATHEMATICS	68%	70%	71%	69%	68%

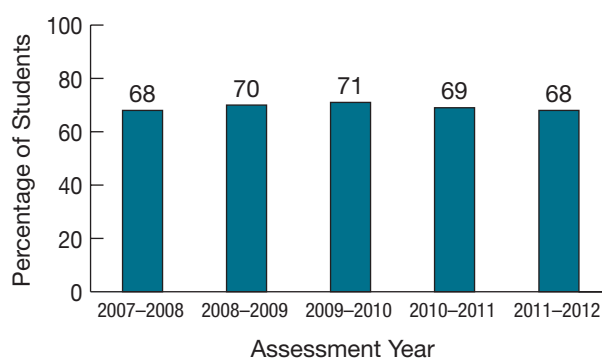
Reading



Writing



Mathematics



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

Observations

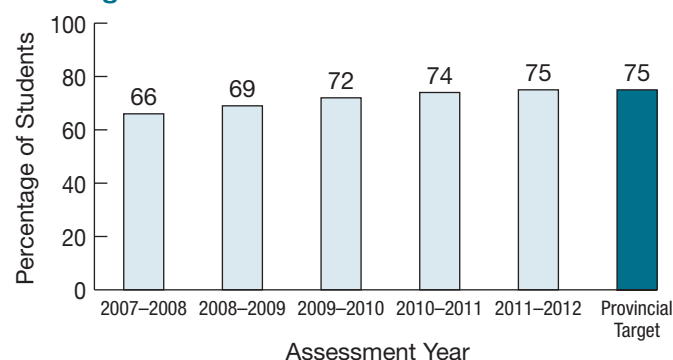
- Over the past five years,
 - the percentage of students performing at or above the provincial standard in reading has increased (a five-percentage-point increase, from 61% to 66%).
 - the percentage of students at or above the provincial standard in writing has increased steadily (a 10-percentage-point increase, from 66% to 76%).
 - performance in mathematics has remained relatively stable at about 70%. In 2011–2012, the percentage of students at or above the standard in this subject decreased by one percentage point (to 68%) from the previous year's.

JUNIOR DIVISION

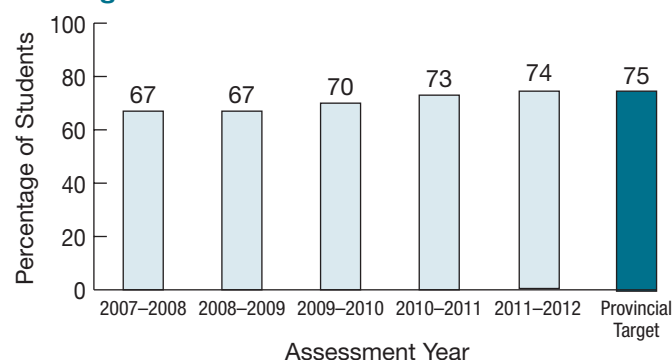
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
	# = 140 420	# = 136 076	# = 134 294	# = 132 308	# = 129 477
READING	66%	69%	72%	74%	75%
WRITING	67%	67%	70%	73%	74%
MATHEMATICS	61%	63%	61%	58%	58%

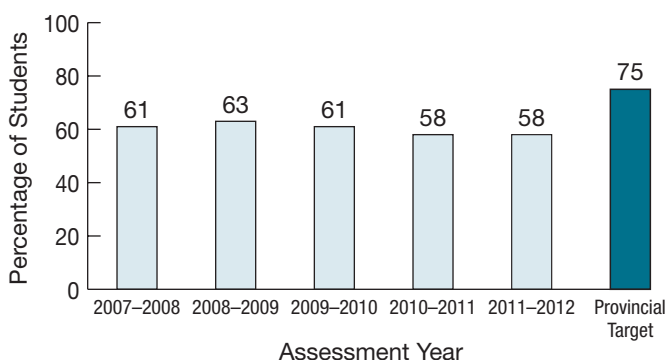
Reading



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 increased steadily (a nine-percentage-point increase, from 66% to 75%).
 - the percentage of students at or above the provincial standard in writing has increased by seven percentage points, from 67% to 74%.
 - performance in mathematics has remained relatively stable. In 2011–2012, the percentage of students at or above the standard in this subject remained the same the previous year's, at 58%; this percentage is three percentage points lower than that five years ago.

TRACKING STUDENT PROGRESS FROM GRADE 3 IN 2009 TO GRADE 6 IN 2012

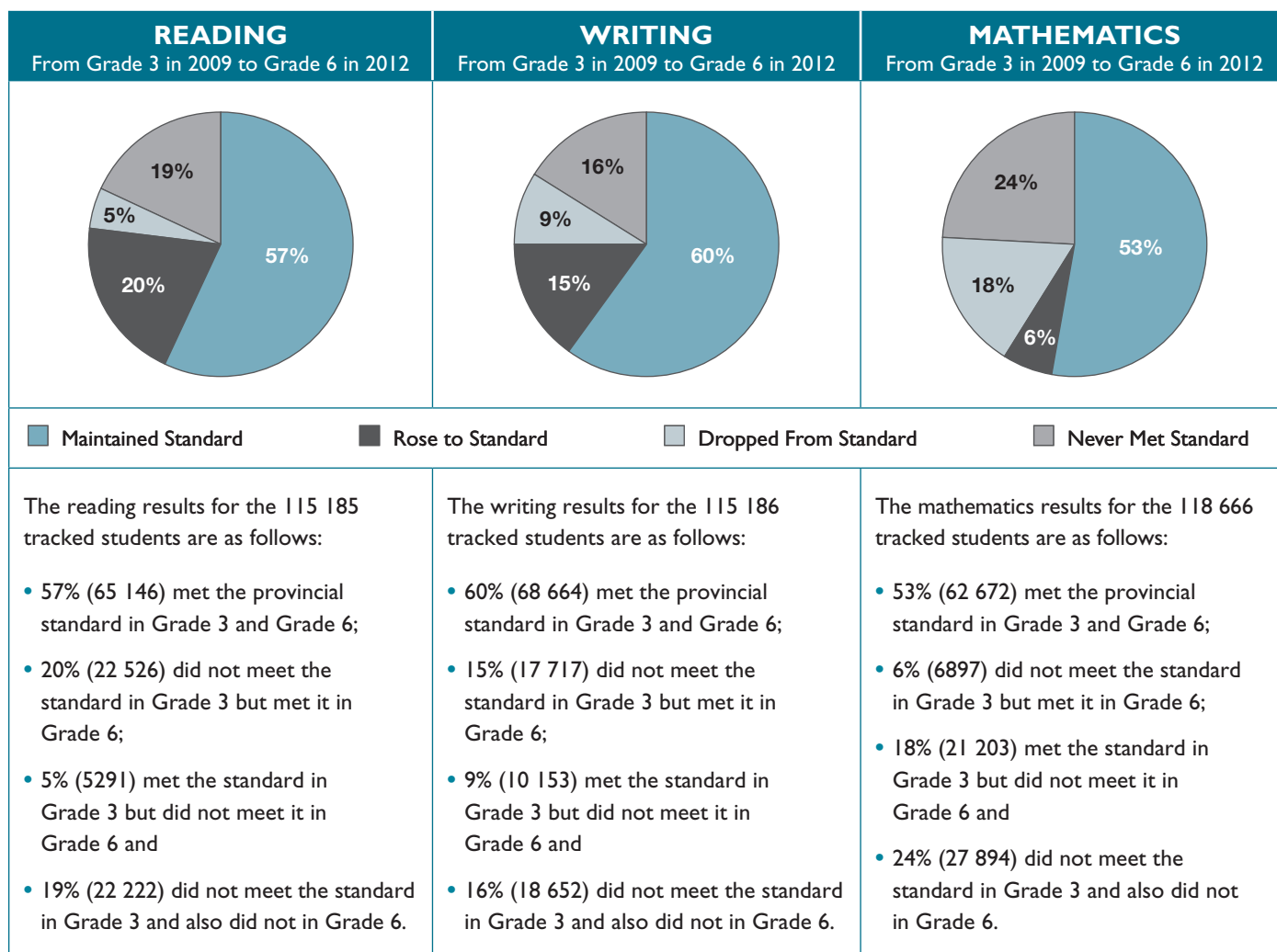
Early Identification of Students Who Are Not Meeting the Standard in Grade 3 Is Key for Their Success in Grade 6

EQAO tracks the achievement of individual students as they progress from one provincial assessment to the next.

The pie charts below compare the junior-division assessment results of students who were in Grade 6 in 2012 with their results on the primary-division assessment when they were in Grade 3 in 2009. 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. There were 129 477 Grade 6 students in 2012.

The pie charts have been 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



Note: Student results in the analyses throughout this document have been linked using the students' names and their Ontario Education Numbers (OENs). Not all results could be linked. 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 percentage throughout this document.

Contextual Information

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

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
All Grade 3 students	# = 128 660	# = 125 481	# = 127 789	# = 124 117	# = 126 455
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
STUDENT STATUS*					
English language learners [†]	8%	9%	9%	10%	10%
Students with special education needs (excluding gifted) [†]	13%	15%	15%	16%	16%
LANGUAGE SPOKEN AT HOME BY THE STUDENT**					
First language learned at home was other than English	20%	22%	21%	22%	22%
Speak only or mostly English	80%	79%	73%	71%	73%
Speak another language (or other languages) as often as English	12%	12%	16%	17%	16%
Speak only or mostly another language (or other languages)	8%	8%	10%	11%	11%
PLACE OF BIRTH*					
Born outside Canada	11%	11%	10%	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	7%	7%	6%	7%	7%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading [§]	95%	95%	96%	97%	97%
Students participating in writing [§]	96%	96%	97%	97%	97%
Students participating in mathematics [§]	96%	96%	97%	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. Some data may be missing.

† 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. Percentages may not add up to 100, due to a lack of or ambiguous responses.

§ 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 percentage of students who have special education needs has increased by three percentage points.
 - The percentage of students who speak only or mostly English at home has decreased by seven percentage points.
 - The percentage of Grade 3 students who speak another language (or other languages) as often as English at home has increased by four 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 students participating in the assessment has remained stable.

Demographic Information and Participation Rates Over Time, Junior Division

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
All Grade 6 students	# = 140 420	# = 136 076	# = 134 294	# = 132 308	# = 129 477
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
STUDENT STATUS*					
English language learners [†]	5%	6%	6%	6%	7%
Students with special education needs (excluding gifted) [†]	17%	18%	18%	19%	20%
LANGUAGE SPOKEN AT HOME BY THE STUDENT*‡					
First language learned at home was other than English	20%	20%	21%	21%	23%
Speak only or mostly English	82%	81%	77%	75%	75%
Speak another language (or other languages) as often as English	12%	12%	15%	15%	16%
Speak only or mostly another language (or other languages)	6%	6%	7%	7%	8%
PLACE OF BIRTH*					
Born outside Canada	12%	13%	13%	13%	14%
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	9%	9%	10%	10%	10%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading	96%	96%	97%	97%	97%
Students participating in writing	96%	96%	97%	97%	97%
Students participating in mathematics	96%	96%	97%	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. Some data may be missing.

† 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. Percentages may not add up to 100, due to a lack of or ambiguous responses.

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 who have special education needs has increased by three percentage points.
 - The percentage of students whose first language learned at home was other than English has increased by three percentage points.
 - The percentage of students who speak only or mostly English at home has decreased by seven percentage points.
- Over the past five years, the percentage of students participating in the assessment has remained stable.

QUESTIONNAIRE RESULTS OVER TIME

The following tables provide results from a sample of items from the questionnaires completed by students, teachers and principals during the 2011–2012 administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions. The questionnaires are being administered in a two-year alternating cycle: in Year 1 (e.g., 2010, 2012), a series of questions focus on mathematics; in Year 2 (e.g., 2011, 2013), they are replaced by a series focusing on reading and writing.

For the full questionnaire results for the province (available **September 26, 2012**), see the EQAO Web site, www.eqao.com, under “School, Board and Provincial Results.”

Student Questionnaire Results: Attitudes Toward Mathematics*

	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Grade 3 students who completed the questionnaire	Female					Male				
	# = 60 168	# = 58 867	# = 60 511		# = 59 991	# = 62 460	# = 60 963	# = 62 514		# = 62 113
Percentage of students who answered “most of the time” to the following statements:										
I like mathematics. [†]	55%	57%	49%	The question focused on reading and writing.	50%	61%	61%	51%	The question focused on reading and writing.	52%
I am good at mathematics. [†]	45%	46%	47%		47%	60%	60%	51%		52%
I am able to answer difficult mathematics questions.	n/a	n/a	23%		24%	n/a	n/a	29%		30%
I try to do my best when I do mathematics activities in class.	n/a	n/a	90%		90%	n/a	n/a	85%		85%
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Grade 6 students who completed the questionnaire	Female					Male				
	# = 69 925	# = 64 074	# = 63 475		# = 61 155	# = 68 284	# = 66 216	# = 65 718		# = 63 845
Percentage of students who answered “most of the time” to the following statements:										
I like mathematics. [†]	37%	38%	37%	The question focused on reading and writing.	40%	51%	51%	44%	The question focused on reading and writing.	48%
I am good at mathematics. [†]	40%	40%	45%		46%	58%	57%	51%		52%
I am able to answer difficult mathematics questions.	n/a	n/a	23%		25%	n/a	n/a	32%		33%
I try to do my best when I do mathematics activities in class.	n/a	n/a	88%		89%	n/a	n/a	81%		82%

* Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

† In 2007–2008 and 2008–2009, the response options were “yes,” “sometimes” and “no”; in 2009–2010, they were changed to “most of the time,” “sometimes” and “never.” The percentages represent students who answered “yes”/“most of the time.” The wording and layout of the questions also changed slightly in 2009–2010.

n/a: This item was added in 2009–2010.

Observations

- Over the past five years,
 - in Grades 3 and 6, a larger percentage of male than female students have responded “most of the time” to each of “I like mathematics” and “I am good at mathematics.”
 - there has been a two-percentage-point increase in Grade 3 and a six-percentage-point increase in Grade 6 among females responding “most of the time” to “I am good at mathematics,” and an eight-percentage-point decrease in Grade 3 and a six-percentage-point decrease in Grade 6 among males responding the same way to the same item.
- Over the past three years,
 - in Grades 3 and 6, a larger percentage of females than males indicated trying to do their best during mathematics activities in class “most of the time,” and a larger percentage of males than females indicated that they felt they were able to answer difficult mathematics questions “most of the time.”
 - the percentages of students in Grades 3 and 6 who indicated that they felt they were able to answer difficult mathematics questions “most of the time” are much smaller than the percentages of students who indicated that they felt they were good at mathematics “most of the time.”

Student Questionnaire Results: Use of Instructional Resources in the Classroom*

	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
	Female					Male				
Grade 3 students who completed the questionnaire	# = 60 168	# = 58 867	# = 60 511		# = 59 991	# = 62 460	# = 60 963	# = 62 514		# = 62 113
Percentage of students who indicated that they used the following resources “sometimes” or “most of the time” during mathematics activities at school:										
A calculator [†]	68%	66%	68%	<i>The question focused on reading and writing.</i>	67%	63%	64%	65%	<i>The question focused on reading and writing.</i>	64%
A computer to learn mathematics [†]	66%	65%	62%		63%	62%	61%	58%		59%
Manipulatives (e.g., base ten blocks, tiles)	n/a	n/a	93%		93%	n/a	n/a	88%		85%

	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
	Female					Male				
Grade 6 students who completed the questionnaire	# = 65 925	# = 64 074	# = 63 475		# = 61 155	# = 68 284	# = 66 216	# = 65 718		# = 63 845
Percentage of students who indicated that they used the following resources “sometimes” or “most of the time” during mathematics activities at school:										
A calculator [†]	89%	89%	95%	<i>The question focused on reading and writing.</i>	95%	82%	83%	93%	<i>The question focused on reading and writing.</i>	92%
A computer to learn mathematics [†]	52%	51%	45%		49%	48%	47%	42%		45%
The Internet to explore information related to mathematics	n/a	n/a	40%		45%	n/a	n/a	39%		44%
Manipulatives (e.g., base ten blocks, tiles)	n/a	n/a	81%		81%	n/a	n/a	74%		74%

* Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

† In 2007–2008 and 2008–2009, the response options were “yes,” “sometimes” or “no”; in 2009–2010, 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 2009–2010.

n/a: This item was added in 2009–2010.

Observations

- Over the past five years,
 - a fairly large percentage of students indicated that they used the resources listed in the table above “sometimes” or “most of the time” during mathematics activities at school. However, on average, fewer than one-half of Grade 6 students indicated that they used a computer or the Internet “sometimes” or “most of the time” during mathematics activities at school.
 - the percentages of students indicating that they used a computer for mathematics activities were smaller among Grade 6 than among Grade 3 students.

Student Questionnaire Results: Learning Strategies Used in Mathematics*

	2010	2011	2012	2010	2011	2012
Grade 3 students who completed the questionnaire	Female			Male		
	# = 60 511		# = 59 991	# = 62 514		# = 62 113
Percentage of students who indicated that they do the following “most of the time” when working on a mathematics problem:†						
I read over the whole problem first to make sure I know what I am supposed to do.	75%	The question focused on reading and writing.	76%	65%	The question focused on reading and writing.	66%
I ask for help if I do not understand the problem.	51%		50%	42%		41%
I think about the steps I will use to solve the problem.	49%		50%	47%		49%
I check my work for mistakes.	54%		54%	45%		45%
I check my answer to see if it makes sense.	64%		64%	56%		56%

	2010	2011	2012	2010	2011	2012
Grade 6 students who completed the questionnaire	Female			Male		
	# = 63 475		# = 61 115	# = 65 718		# = 63 845
Percentage of students who indicated that they do the following “most of the time” when working on a mathematics problem:†						
I read over the whole problem first to make sure I know what I am supposed to do.	78%	The question focused on reading and writing.	80%	66%	The question focused on reading and writing.	68%
I ask for help if I do not understand the problem.	57%		56%	47%		46%
I think about the steps I will use to solve the problem.	40%		43%	38%		41%
I check my work for mistakes.	39%		42%	33%		36%
I check my answer to see if it makes sense.	62%		64%	55%		57%

* Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

† 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” when working on a mathematics problem.
- For most of the strategies in the table, the percentages for the two grades were similar from 2010 to 2012, with the exception of “I check my work for mistakes,” for which the Grade 6 percentage was considerably smaller than that for Grade 3. The gaps between female and male students’ answers in the two grades were similar.

Student Questionnaire Results: Out-of-School Activities*

	2010	2011	2012	2010	2011	2012
Grade 3 students who completed the questionnaire	Female			Male		
	# = 60 511	# = 58 912	# = 59 991	# = 62 514	# = 60 957	# = 62 113
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%	62%	50%	46%	49%
Play video games	18%	20%	17%	55%	58%	53%
Use the Internet	39%	41%	37%	44%	48%	43%
Participate in sports or other physical activities	44%	44%	45%	54%	54%	55%
Percentage of students who indicated that they do the following at least once a week when they are not at school:‡						
Participate in art, music, dance or drama activities	63%	64%	62%	39%	38%	42%
Participate in after-school clubs	26%	28%	30%	25%	24%	25%

	2010	2011	2012	2010	2011	2012
Grade 6 students who completed the questionnaire	Female			Female		
	# = 63 475	# = 62 590	# = 61 155	# = 65 718	# = 65 359	# = 63 845
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%	53%	39%	35%	38%
Play video games	11%	13%	12%	45%	47%	44%
Use the Internet	61%	61%	58%	57%	59%	56%
Participate in sports or other physical activities	43%	43%	43%	58%	56%	57%
Percentage of students who indicated that they do the following at least once a week when they are not at school:‡						
Participate in art, music, dance or drama activities	57%	58%	55%	33%	31%	35%
Participate in after-school clubs	29%	29%	32%	23%	23%	24%

* Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

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

‡ The 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

- The activity female Grade 3 students reported engaging in most frequently was reading by themselves, while among male students it was participating in sports and other physical activities and playing video games.
- The activity female Grade 6 students reported engaging in most frequently were using the Internet and reading by themselves, while among male students it was using the Internet and participating in sports or other physical activities.

Activities done at least once a week

- The percentage of female students who indicated participating in after-school clubs was slightly larger than the percentage of male students.
- The percentages of Grade 6 students who reported engaging in the following activities were smaller than those for 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 was for playing video games.

Student Questionnaire Results: Parental Involvement*

	2010	2011	2012	2010	2011	2012
	Female			Male		
Grade 3 students who completed the questionnaire	# = 60 511	# = 58 912	# = 59 991	# = 62 514	# = 60 957	# = 62 113
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 mathematics work they do in school	30%	n/a	30%	24%	n/a	25%
Talk about the activities they do in school	51%	49%	51%	40%	39%	41%
Read together	23%	24%	22%	19%	19%	19%
Look at their school agenda	56%	55%	56%	53%	52%	53%
Use a computer together	13%	14%	13%	13%	14%	13%

	2010	2011	2012	2011	2011	2012
	Female			Male		
Grade 6 students who completed the questionnaire	# = 63 475	# = 62 590	# = 61 155	# = 65 718	# = 62 359	# = 63 845
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 mathematics work they do in school	17%	n/a	19%	15%	n/a	17%
Talk about the activities they do in school	42%	42%	42%	34%	35%	36%
Read together	4%	4%	5%	4%	4%	4%
Look at their school agenda	29%	28%	28%	30%	30%	30%
Use a computer together	5%	6%	5%	5%	6%	5%

* Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

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

n/a: The question focused on reading and writing.

Observations

- For each item, the percentages are larger for Grade 3 than for Grade 6.
- In both grades, the activities that students most frequently reported engaging in with a parent “every day or almost every day” were looking at their school agenda and talking about the activities they do in school.
- The activities with the largest percentage-point differences in parental involvement between Grade 3 and Grade 6 were “read together” and “look at their school agenda.”

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

	2008	2009	2010	2011	2012
Teachers who completed the questionnaire	# = 8608	# = 8613	# = 8598	# = 8548	# = 8917
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	64%	63%	83%	80%	62%
To identify areas of strength and areas for improvement in elementary programs	79%	78%	86%	82%	65%
To inform planning of elementary programs	66%	67%	76%	71%	57%
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	80%	78%	62%
To inform classroom instruction	n/a	n/a	89%	88%	69%
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for mathematics instruction (reading and writing) this year: ^{*‡}					
Computer software (e.g., for interactive mathematics games)	n/a	n/a	38%	<i>The question focused on reading and writing.</i>	37%
Library or resource-centre mathematics materials (e.g., print and audiovisual) [§]	61%	63%	29%		26%
Presentation technology (e.g., interactive white board, LCD projector)	n/a	n/a	35%		44%
Mathematics instructional materials that they or other teachers at their school developed [§]	86%	85%	61%		51%
Mathematics instructional materials that their board or other boards developed [§]	n/d	69%	48%		40%
Mathematics instructional materials that the Ministry of Education developed	n/a	n/a	55%		46%
Commercial mathematics instructional materials	n/a	n/a	76%		56%

* The wording and format of this question changed slightly in 2009–2010.

† 24% of the respondents did not answer the question in 2011–2012, compared with the 2% in the previous years. The percentages in the table are based on the number of teachers who completed a questionnaire. When the percentages are based on the number of teachers who answered each question, the percentages are similar to those in the two previous years.

‡ 24% to 25% of the respondents did not answer the question in 2011–2012, compared with the 1% to 3% in the two previous years. The percentages in the table are based on the number of teachers who completed a questionnaire. When the percentages are based on the number of teachers who answered each question, the percentages are larger than or similar to those in the two previous years.

§ In 2007–2008 and 2008–2009, the response options for these items were “never,” “seldom,” “sometimes” and “often.” The percentages given represent those teachers who answered “sometimes” or “often.” In 2009–2010, the response options changed to “not available,” “never,” “occasionally,” “sometimes” and “frequently.” The percentages reported in 2009–2010 and onward represent teachers who answered “sometimes” or “frequently.”

n/d: Data are not available, due to formatting errors on the questionnaire.

Observations

- Over the past five years, large percentages of teachers have indicated that they had used EQAO resources for the various purposes indicated in the table.
- Over the last two years, among all listed in the table, the two types of resources that Grade 3 teachers most frequently reported using for mathematics instruction were commercial mathematics instructional materials and mathematics materials that they or other teachers in their school had developed.

Teacher Questionnaire Results—Grade 3 (continued)

	2010	2011	2012
Teachers who completed the questionnaire [*]	# = 8598	# = 8548	# = 8917

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 *mathematics-related* activities this year:^{†‡}

Calculators	26%	The question focused on reading and writing.	22%
Concrete manipulatives (e.g., cubes, tiles)	95%		74%
Computer software (e.g., interactive mathematics games)	47%		41%
The Internet (e.g., to access sources of mathematical information or mathematics games)	40%		39%

	2010	2011	2012
Teachers who completed the questionnaire [*]	# = 8598	# = 8548	# = 8917

COMMUNICATION WITH PARENTS AND GUARDIANS

Percentage of teachers who shared the following with the majority of parents and guardians of their students at least once this year:[†]

The links between EQAO assessments and <i>The Ontario Curriculum</i>	n/a	n/a	48%
The links between EQAO results and instructional and/or assessment strategies	n/a	n/a	43%

Percentage of teachers who shared the following with the majority of parents and guardians of their students at least 2–3 times this year:[§]

Instructional strategies for their child	88%	89%	65%
Suggestions for what to do at home to support learning	94%	97%	70%
Suggestions for resources to use at home to support learning	90%	92%	67%
Information about their child’s progress	98%	98%	74%

* Between 24% and 27% of the respondents did not answer the question in 2011–2012, compared with the 1% to 3% in the two previous years. The percentages in the table are based on the number of teachers who completed a questionnaire. When the percentages are based on the number of teachers who answered each question, the percentages are larger than or similar to those in previous years.

† Significant changes were made to this question in 2009–2010; hence, data are not available for previous years.

‡ 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.”

n/a: This item was added in 2011–2012.

Observations

- In 2011–2012, three-quarters of Grade 3 teachers indicated that they had “frequently” or “sometimes” asked their students to use manipulatives and more than a third reported having asked students to use computer software or the Internet during mathematics-related activities.
- In 2011–2012, between two-thirds and three-quarters of Grade 3 teachers indicated that they had shared the information listed in the table above with parents at least two or three times a year. Fewer than one-half indicated that they had shared the links between EQAO assessments and *The Ontario Curriculum* at least once a year, and a similar proportion indicated the same with respect to the links between EQAO results and instructional and assessment strategies at least once a year.

Teacher Questionnaire Results—Grade 6

	2008	2009	2010	2011	2012
Teachers who completed the questionnaire	# = 7289	# = 7237	# = 7206	# = 7311	# = 7575
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	61%	60%	81%	78%	59%
To identify areas of strength and areas for improvement in elementary programs	73%	74%	83%	80%	61%
To inform planning of elementary programs	59%	62%	72%	67%	52%
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	74%	73%	57%
To inform classroom instruction	n/a	n/a	85%	82%	65%

	2008	2009	2010	2011	2012
Teachers who responded to the question [‡]	# = 7028	# = 6975	# = 6413		# = 5236
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for mathematics instruction this year:^{*†}					
Computer software (e.g., interactive mathematics games)	n/a	n/a	39%	The question focused on reading and writing.	50%
Library or resource-centre mathematics materials (e.g., print and audiovisual) [§]	49%	51%	24%		29%
Presentation technology (e.g., interactive white board, LCD projector)	n/a	n/a	44%		67%
Mathematics instructional materials that they or other teachers at their school developed [§]	81%	82%	59%		66%
Mathematics instructional materials that their board or other boards developed [§]	n/d	66%	49%		53%
Mathematics instructional materials that the Ministry of Education developed	n/a	n/a	54%		60%
Commercial mathematics instructional materials	n/a	n/a	71%		69%

* The wording and format of this question changed slightly in 2009–2010.

† 25% of respondents did not answer the question in 2011–2012, compared with the 3% in the previous year. The percentages in the table are based on the number of teachers who completed a questionnaire.

‡ Only teachers who teach mathematics answered this question.

§ In 2007–2008 and 2008–2009, the response options for these items were “never,” “seldom,” “sometimes” and “often.” The percentages given represent those teachers who answered “sometimes” or “often.” In 2009–2010, the response options changed to “not available,” “never,” “occasionally,” “sometimes” and “frequently.” The percentages reported in 2009–2010 and onward represent teachers who answered “sometimes” or “frequently.”

n/a: This item was added in 2009–2010.

Observation

- In 2011–2012, among all listed in the table, the three types of resources that Grade 6 teachers most frequently reported having used for mathematics instruction were commercial

mathematics instructional materials, presentation technology and materials they or other teachers in their school had developed.

Teacher Questionnaire Results—Grade 6 (continued)

	2010	2011	2012
Teachers who responded to the question [*]	# = 6413		# = 5236

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 *mathematics-related* activities this year:^{†‡}

Calculators	80%	The question focused on reading and writing.	82%
Concrete manipulatives (e.g., cubes, tiles)	85%		87%
Computer software (e.g., interactive mathematics games)	43%		49%
The Internet (e.g., to access sources of mathematical information or mathematics games)	35%		42%

	2010	2011	2012
Teachers who completed the questionnaire	# = 7206	# = 7311	# = 7575

COMMUNICATION WITH PARENTS AND GUARDIANS

Percentage of teachers who shared the following with the majority of parents and guardians of their students at least once this year:[§]

The links between EQAO assessments and <i>The Ontario Curriculum</i>	n/a	n/a	42%
The links between EQAO results and instructional and/or assessment strategies	n/a	n/a	39%

Percentage of teachers who shared the following with the majority of parents and guardians of their students at least 2–3 times this year:^{§**}

Instructional strategies for their child	82%	86%	58%
Suggestions for what to do at home to support learning	89%	91%	65%
Suggestions for resources to use at home to support learning	82%	85%	61%
Information about their child’s progress	97%	97%	71%

* Only teachers who teach mathematics answered this question.

† Significant changes were made to this question in 2009–2010; hence, data are not available for previous years.

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

§ Between 25% and 28% of respondents did not answer the question in 2011–2012, compared with the 2% to 3% in the two previous years. The percentages in the table are based on the number of teachers who completed a questionnaire. When the percentages are based on the number of teachers who answered the question, the percentages are similar to those in previous years.

**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.”

n/a: This item was added in 2011–2012.

Observation

- In 2011–2012, large percentages of Grade 6 teachers indicated that they had “frequently” or “sometimes” asked their students to use calculators and manipulatives during mathematics-related activities. Nearly one-half of teachers indicated that they “frequently” or “sometimes” asked their students to use computer software or the Internet.

Principal Questionnaire Results Over Time

	2008	2009	2010	2011	2012
Elementary school principals who completed the questionnaire	# = 3471	# = 3478	# = 3466	# = 3446	# = 3448
USE OF EQAO DATA					
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%	91%	93%	90%	89%
To identify areas of strength and areas for improvement in elementary programs	91%	91%	97%	96%	95%
To guide school improvement initiatives	94%	95%	97%	96%	95%
To identify what resources are needed and to support their acquisition	73%	71%	77%	70%	69%
To support change in teaching practices	88%	88%	90%	87%	86%
To communicate with parents and guardians about student achievement	78%	77%	83%	80%	76%

* The wording and format of this question changed slightly in 2009–2010.

Observation

- Over the past five years, large percentages of principals indicated that they had used EQAO data for the various purposes listed in the table; more than 90% indicated that they had used EQAO data to “identify areas of strength and areas for improvement in elementary programs” and “guide school improvement initiatives;” approximately 90% reported having used EQAO data to “identify how well students were meeting curriculum expectations.”

Principal Questionnaire Results Over Time (continued)

	2010	2011	2012
Elementary school principals who completed the questionnaire	# = 3466	# = 3446	# = 3448
EXTENDED-LEARNING ACTIVITIES FOR STUDENTS			
Percentage of principals who indicated that their school offered the following “to some extent” or “to a great extent” to students:[*]			
Extended mathematics activities (e.g., mathematics club, mathematics competition)	37%	42%	41%
Extended science- and technology-related activities (e.g., science fair)	40%	38%	36%
Extended reading activities (e.g., book club, school-wide reading period)	79%	75%	72%
Extended writing activities (e.g., writing contest)	55%	50%	41%
Extended speaking activities (e.g., school radio, debate club, play, poetry recital)	64%	58%	53%
Other extended learning activities (e.g., chess club, concert, trivia challenge, guest speaker)	83%	81%	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 parents and guardians understand the link between EQAO assessments and <i>The Ontario Curriculum</i>	n/a	n/a	18%
Helping parents and guardians understand the link between EQAO results and the school improvement plan	n/a	n/a	26%
Being responsive to the needs of individual parents and guardians (e.g., flexible meeting times)	83%	81%	75%
Keeping parents and guardians informed about school activities	84%	82%	85%
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:[*]			
Participated in discussions about EQAO results and how they relate to the school improvement plan	n/a	n/a	28%
Participate in school activities for parents, guardians and families	81%	78%	73%
Show support for teachers’ efforts	89%	89%	87%
Volunteer in classroom activities	74%	71%	73%
Work collaboratively with teachers to ensure that students met learning goals	72%	69%	71%

* 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.”

n/a: This item was added in 2011–2012.

Observations

- Over the past three years, approximately three-quarters of principals reported that students in their school had been offered extended reading activities. Mathematics and science-related extended-learning activities were the type of activity least reported by principals.
- Over the past three years, more than 80% of principals indicated that their school was “successful” or “very successful” in keeping parents informed about school

activities. In 2011–2012, three-quarters of principals indicated their school was “successful” or “very successful” in being responsive to the needs of individual parents and guardians.

- Over the past three years, 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, except for the first one: over a quarter of principals reported that parents participated in discussions about EQAO results.

Achievement Results:

Primary Division

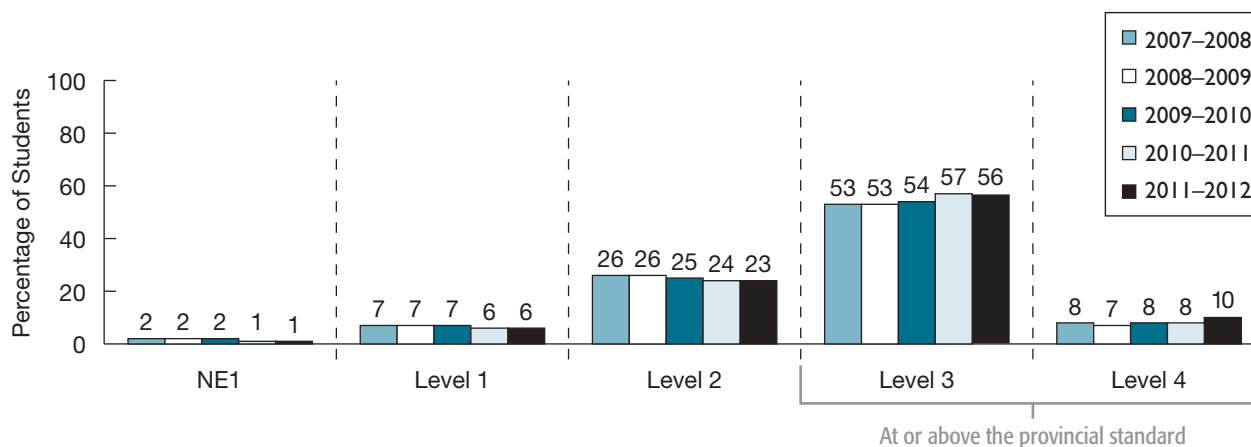
Achievement Results: Primary Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 3 Students Over Time*

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
	# = 125 088	# = 121 787	# = 123 813	# = 119 914	# = 121 727
Level 4	8%	7%	8%	8%	10%
Level 3	53%	53%	54%	57%	56%
Level 2	26%	26%	25%	24%	23%
Level 1	7%	7%	7%	6%	6%
NEI	2%	2%	2%	1%	1%
No Data	1%	1%	1%	1%	<1%
Exempt	4%	4%	3%	3%	3%
At or Above the Provincial Standard†	61%	61%	62%	65%	66%

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.

† 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.

Note: An explanation of terms used in the tables is available on page 38.

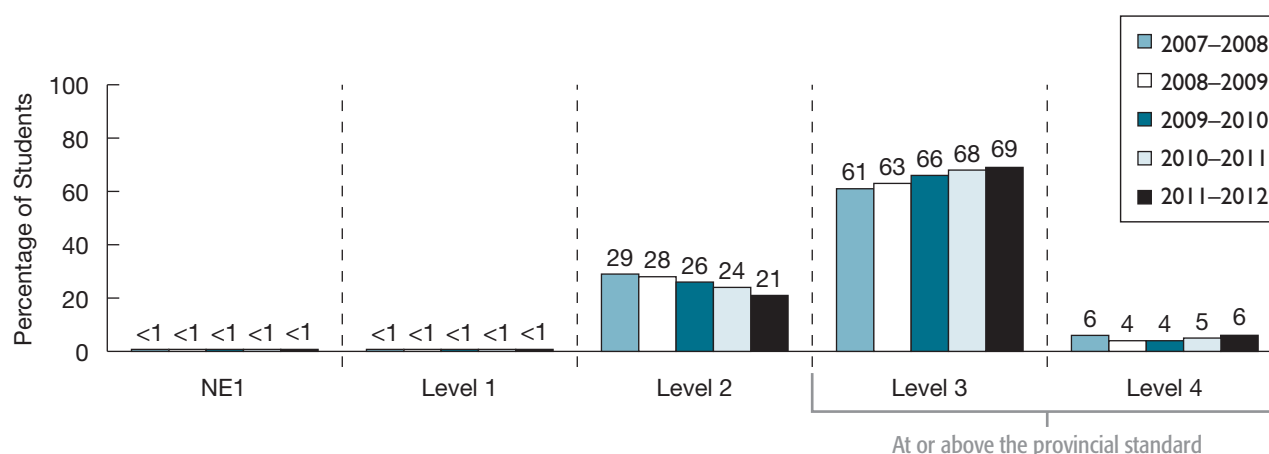
Observation

- Over the past five years, the percentage of students performing at or above the provincial standard in reading has increased (a five-percentage-point increase, from 61% to 66%).

Writing: Results for All Grade 3 Students Over Time*

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
	# = 125 088	# = 121 788	# = 123 800	# = 119 873	# = 121 727
Level 4	6%	4%	4%	5%	6%
Level 3	61%	63%	66%	68%	69%
Level 2	29%	28%	26%	24%	21%
Level 1	<1%	<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†	66%	68%	70%	73%	76%

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.

† 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.

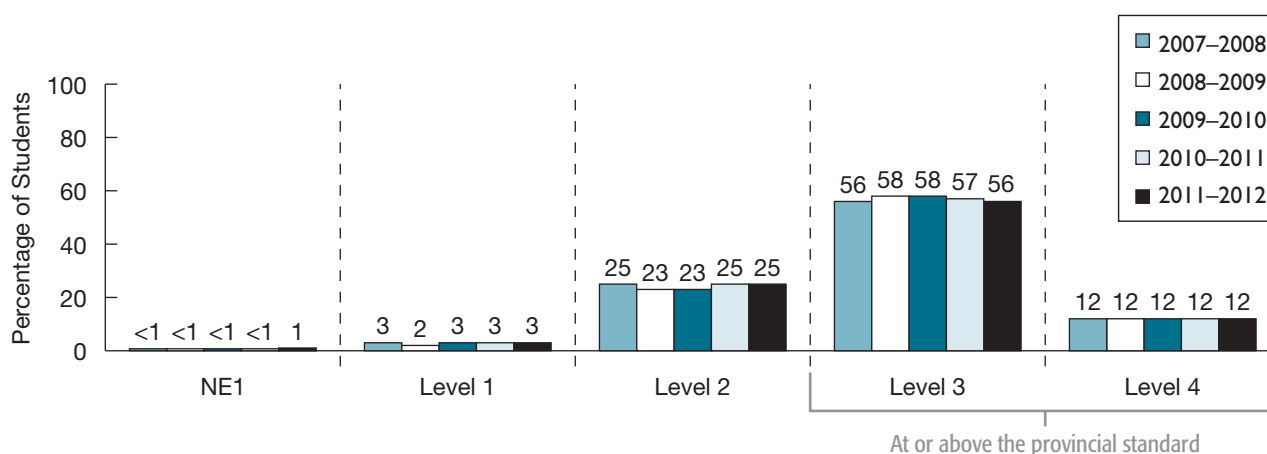
Observations

- Over the past five years, the percentage of students at or above the provincial standard in writing has increased steadily (a 10-percentage-point increase, from 66% to 76%).
- In 2011–2012, 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 has decreased by eight percentage points, while the percentage of those who achieved a Level 3 has increased by eight percentage points. The percentage of students at Level 4 has remained relatively stable.

Mathematics: Results for All Grade 3 Students Over Time*

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
	# = 128 659	# = 125 464	# = 127 726	# = 124 104	# = 126 439
Level 4	12%	12%	12%	12%	12%
Level 3	56%	58%	58%	57%	56%
Level 2	25%	23%	23%	25%	25%
Level 1	3%	2%	3%	3%	3%
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†	68%	70%	71%	69%	68%

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.

† 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

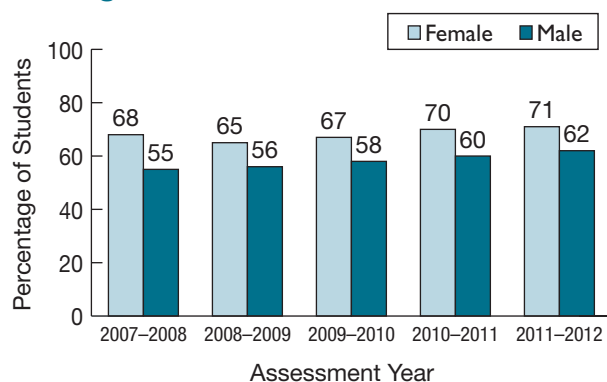
- Over the past five years,
 - performance in mathematics has remained relatively stable at about 70%. In 2011–2012, the percentage of students at or above the standard in this subject decreased by one percentage point (to 68%) from the previous year's.
 - the percentage of students who achieved a Level 4 has been larger for mathematics (12%) than for reading (seven to 10 percent) and writing (four to six percent).

RESULTS BY GENDER

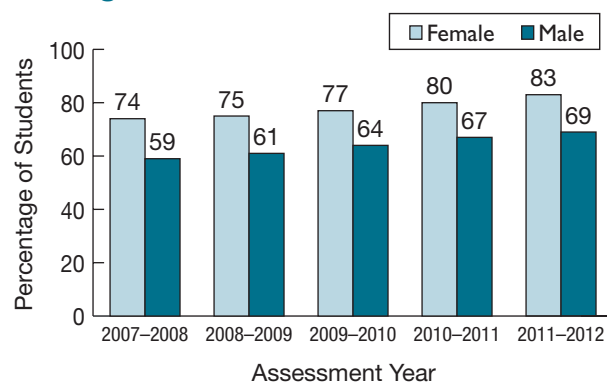
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time^{*†}

	2007–2008				2008–2009				2009–2010				2010–2011				2011–2012			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	60 445	68%	64 642	55%	58 888	65%	62 899	56%	60 067	67%	63 745	58%	58 169	70%	61 745	60%	58 978	71%	62 749	62%
WRITING	60 445	74%	64 642	59%	58 889	75%	62 899	61%	60 060	77%	63 739	64%	58 150	80%	61 723	67%	58 978	83%	62 749	69%
MATHEMATICS	62 501	69%	66 157	67%	60 985	72%	64 479	69%	62 307	71%	65 418	71%	60 578	69%	63 526	68%	61 592	69%	64 847	68%

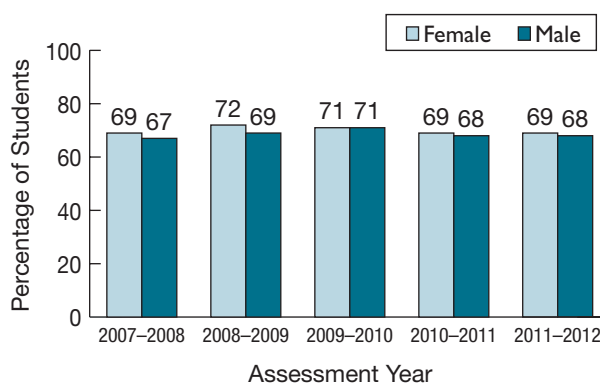
Reading



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 reading has varied between nine and 13 percentage points, and in writing the gap has varied between 13 and 15 percentage points; 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 has varied slightly

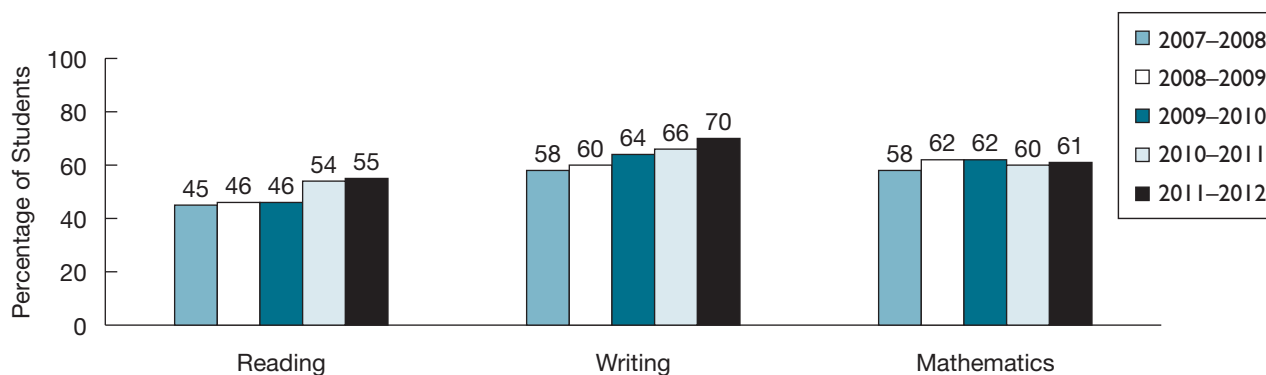
over the past five years. In writing, the percentage of female students performing at or above the provincial standard has increased by nine percentage points (to 83%), and the percentage of male students, by 10 percentage points (to 69%).

- In 2011–2012, a larger percentage of female than male students performed at or above the provincial standard in reading (71% versus 62%) and writing (83% versus 69%). 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*

	2007–2008		2008–2009		2009–2010		2010–2011		2011–2012	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	9775	45%	11 229	46%	11 921	46%	12 316	54%	12 991	55%
WRITING	9775	58%	11 229	60%	11 922	64%	12 318	66%	12 991	70%
MATHEMATICS	9848	58%	11 278	62%	11 990	62%	12 366	60%	13 101	61%



* See the Explanation of Terms.

Observations

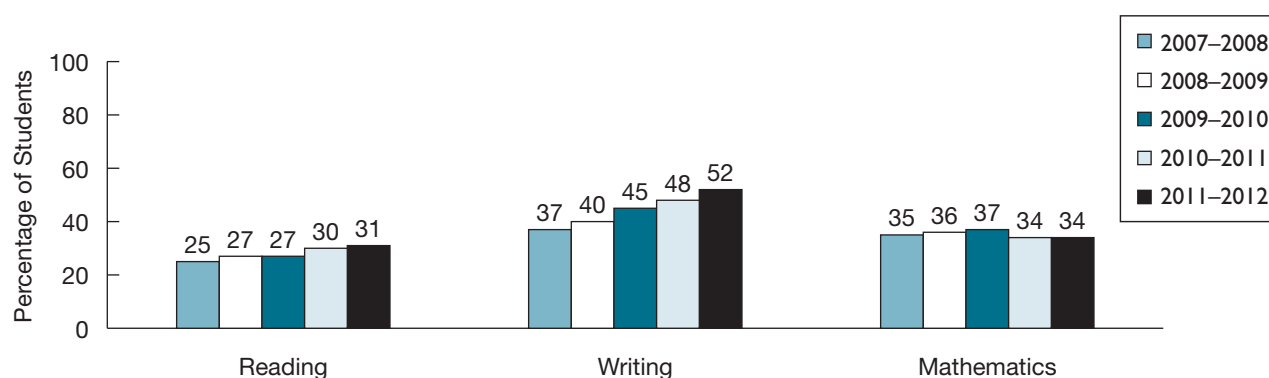
- Over the past five years, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased by 10 percentage points in reading, 12 percentage points in writing and three percentage points in mathematics.
- In 2011–2012, the percentage of Grade 3 English language learners performing at or above the provincial standard increased by one percentage point in reading (to 55%) and in

mathematics (to 61%) over the previous year's; it increased by four percentage points in writing (to 70%) over the same period.

- 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, primarily in reading.

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

	2007–2008		2008–2009		2009–2010		2010–2011		2011–2012	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	16 997	25%	18 151	27%	19 234	27%	19 230	30%	20 482	31%
WRITING	16 997	37%	18 151	40%	19 232	45%	19 224	48%	20 482	52%
MATHEMATICS	17 089	35%	18 291	36%	19 338	37%	19 408	34%	20 685	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 six percentage points in reading and 15 percentage points in writing.
- In mathematics, compared to five years ago, the percentage of students performing at or above the provincial standard has decreased by one percentage point from 35% to 34%; it has remained the same as last year's.
- In 2011–2012, the percentage of Grade 3 students with special education needs performing at or above the provincial standard increased by one percentage point in reading (to 31%) and four percentage points in writing (to 52%) over the previous year's percentages.
- Over the past five years, the improvement in the performance of Grade 3 students with special education needs in writing has exceeded that of the Grade 3 population as a whole.

Achievement Results:

Junior Division

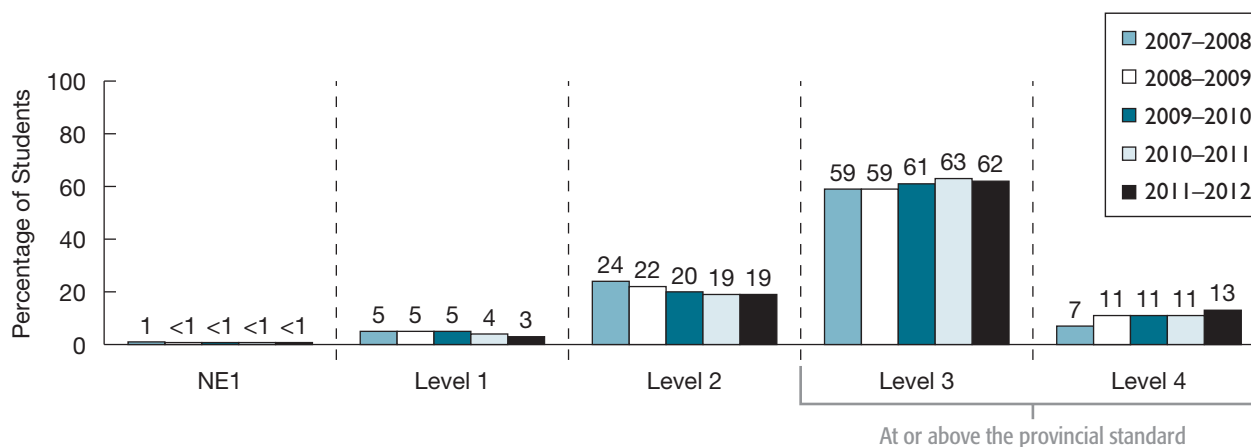
Achievement Results: Junior Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 6 Students Over Time*

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
	# = 140 420	# = 136 069	# = 134 201	# = 132 283	# = 129 420
Level 4	7%	11%	11%	11%	13%
Level 3	59%	59%	61%	63%	62%
Level 2	24%	22%	20%	19%	19%
Level 1	5%	5%	5%	4%	3%
NEI	1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	3%	3%	2%	2%	2%
At or Above the Provincial Standard†	66%	69%	72%	74%	75%

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.

† 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.

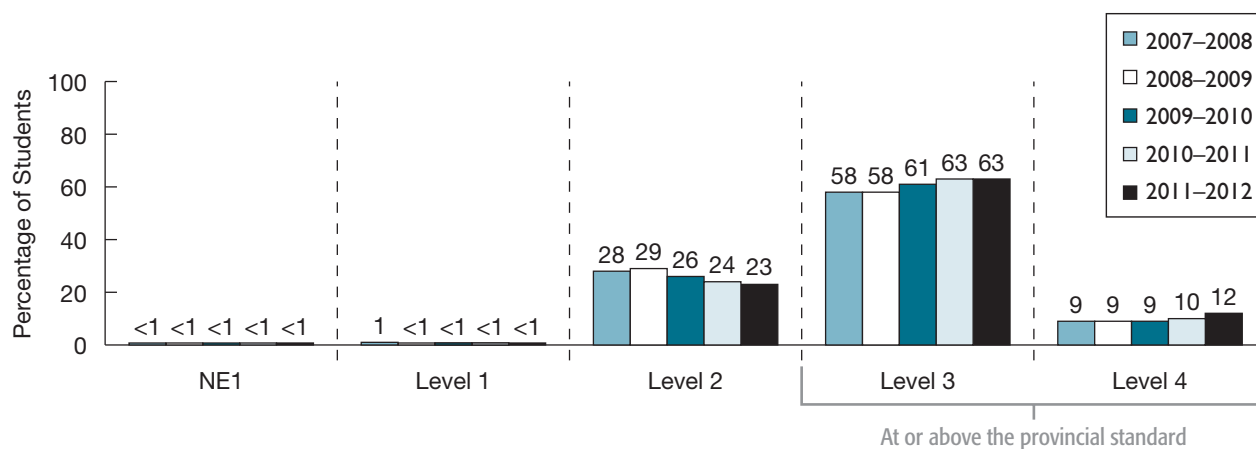
Note: An explanation of terms used in the tables is available on page 38.

Observations

- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard in reading has increased steadily (from 66% to 75%).
- In 2011–2012, the percentage of Grade 6 students performing at or above the provincial standard in reading increased by one percentage point from the previous year's.

Writing: Results for All Grade 6 Students Over Time*

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
	# = 140 420	# = 136 075	# = 134 288	# = 132 266	# = 129 420
Level 4	9%	9%	9%	10%	12%
Level 3	58%	58%	61%	63%	63%
Level 2	28%	29%	26%	24%	23%
Level 1	1%	<1%	<1%	<1%	<1%
NEI	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
Exempt	3%	3%	2%	2%	2%
At or Above the Provincial Standard [†]	67%	67%	70%	73%	74%

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.

† 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.

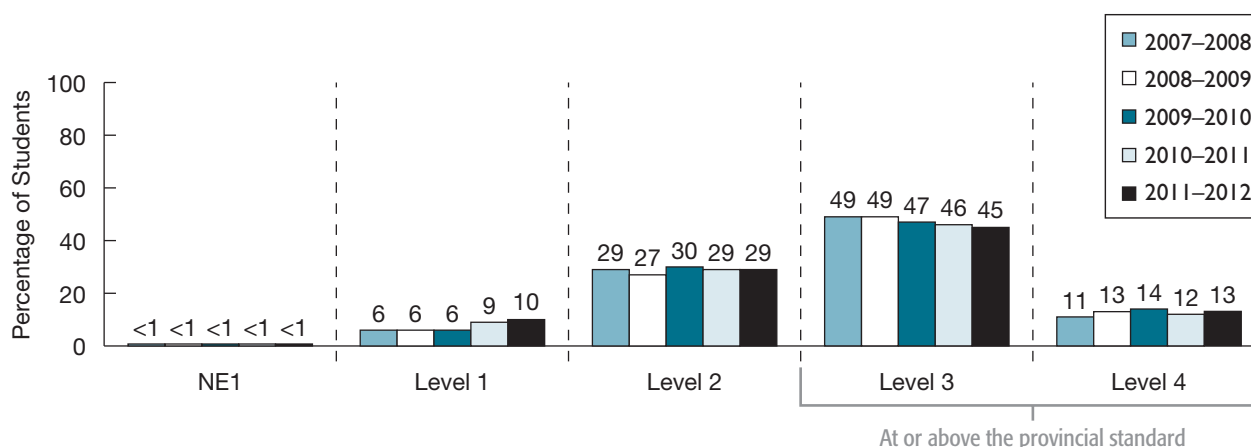
Observations

- Over the past five years, the percentage of students at or above the provincial standard in writing has increased by seven percentage points, from 67% to 74%.
- In 2011–2012, the percentage of Grade 6 students performing at or above the provincial standard in writing increased by one percentage point over the previous year's.

Mathematics: Results for All Grade 6 Students Over Time*

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
	# = 140 358	# = 136 075	# = 134 241	# = 132 223	# = 129 368
Level 4	11%	13%	14%	12%	13%
Level 3	49%	49%	47%	46%	45%
Level 2	29%	27%	30%	29%	29%
Level 1	6%	6%	6%	9%	10%
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%	63%	61%	58%	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.

† 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

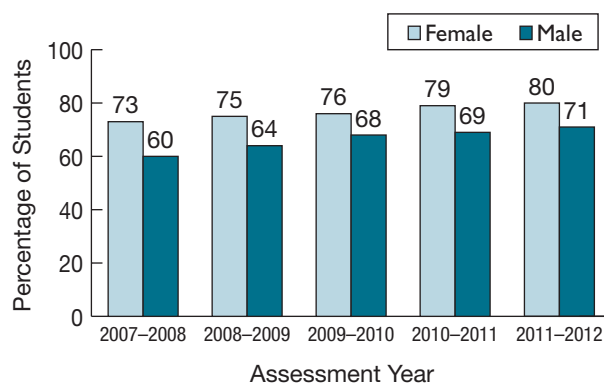
- Compared to five years ago, the percentage of Grade 6 students at or above the provincial standard in mathematics has decreased by three percentage points, from 61% to 58%. Since 2010–2011, it has remained the same.

RESULTS BY GENDER

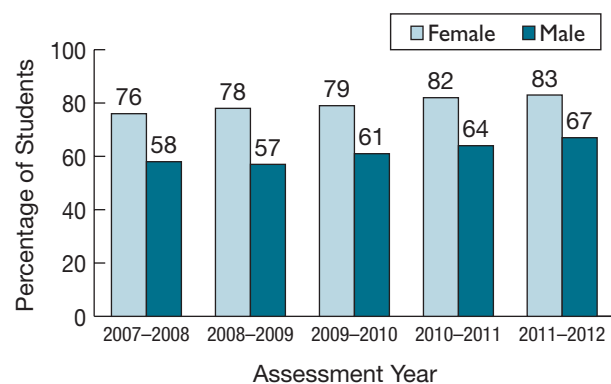
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

	2007–2008				2008–2009				2009–2010				2010–2011				2011–2012			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	68 266	73%	72 154	60%	66 270	75%	69 799	64%	65 329	76%	68 851	68%	64 192	79%	68 054	69%	62 827	80%	66 583	71%
WRITING	68 266	76%	72 154	58%	66 275	78%	69 800	57%	65 369	79%	68 898	61%	64 183	82%	68 046	64%	62 827	83%	66 583	67%
MATHEMATICS	68 235	62%	72 123	60%	66 275	64%	69 800	61%	65 342	62%	68 878	59%	64 153	60%	68 033	57%	62 798	59%	66 560	57%

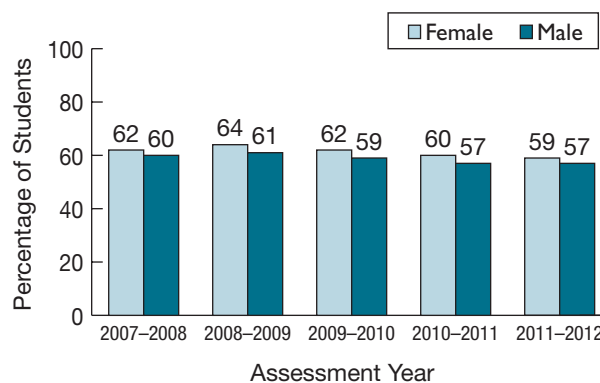
Reading



Writing



Mathematics



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

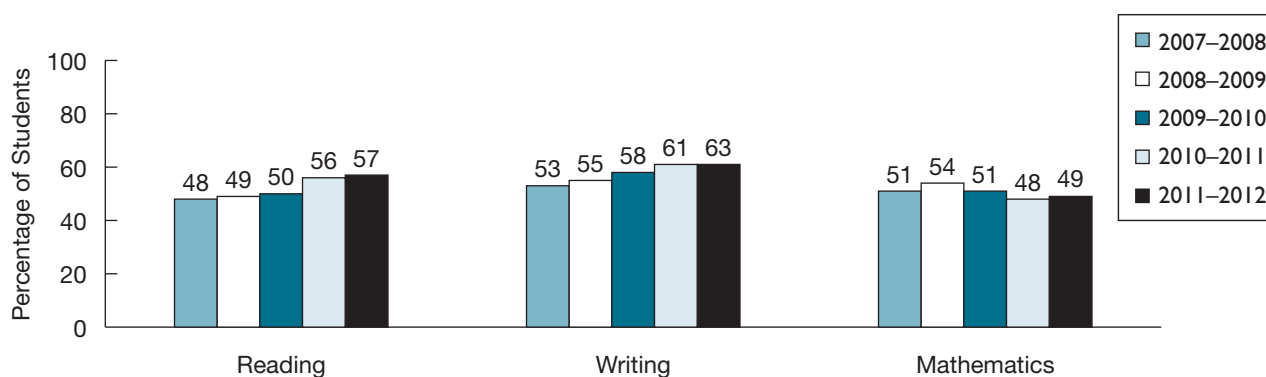
Observations

- Over the past five years,
 - the percentage of male students performing at or above the provincial standard has increased by 11 percentage points in reading and nine percentage points in writing.
 - the percentage of female students performing at or above the provincial standard has increased by seven percentage points in each of reading and 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 2011–2012, a larger percentage of female than male Grade 6 students performed at or above the provincial standard in each of reading (80% versus 71%), writing (83% versus 67%) and mathematics (59% versus 57%).

RESULTS BY STUDENT STATUS

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

	2007–2008		2008–2009		2009–2010		2010–2011		2011–2012	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	6639	48%	7538	49%	7773	50%	8159	56%	9119	57%
WRITING	6639	53%	7538	55%	7793	58%	8157	61%	9119	63%
MATHEMATICS	6634	51%	7538	54%	7794	51%	8158	48%	9113	49%



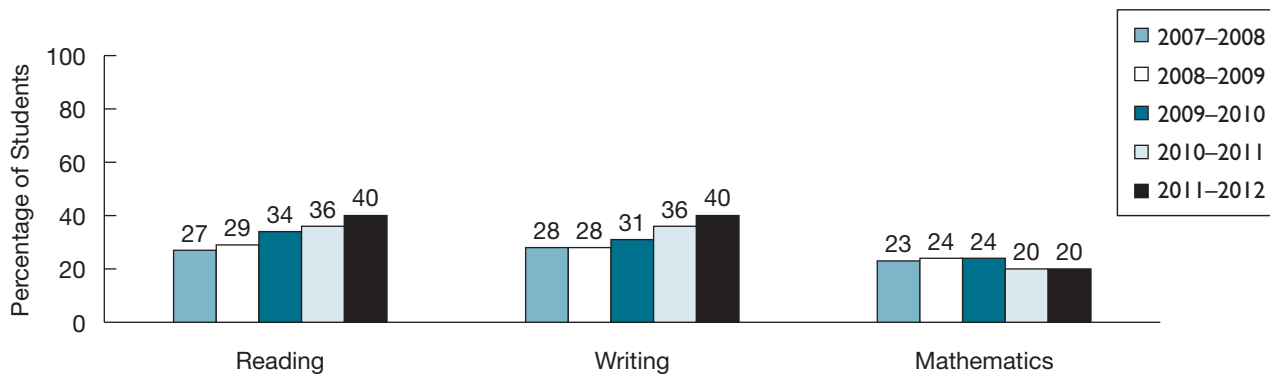
* See the Explanation of Terms.

Observations

- Over the past five years, the percentage of Grade 6 English language learners performing at or above the provincial standard has increased by nine percentage points in reading and 10 percentage points in writing.
- In 2011–2012, the percentage of Grade 6 English language learners performing at or above the provincial standard increased by one percentage point in reading (to 57%) and two percentage points in writing (to 63%) over the previous year's percentages.
- In mathematics, the percentage of Grade 6 English language learners performing at or above the provincial standard has decreased since 2008–2009, from 54% to 49%. In 2011–2012, it increased by one percentage point over the previous year's.
- Over the past five years, the improvement in the performance of Grade 6 English language learners in writing exceeded that of the Grade 6 population as a whole.

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

	2007–2008		2008–2009		2009–2010		2010–2011		2011–2012	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	24 146	27%	24 319	29%	24 813	34%	25 052	36%	25 364	40%
WRITING	24 146	28%	24 325	28%	24 827	31%	25 050	36%	25 364	40%
MATHEMATICS	24 136	23%	24 325	24%	24 812	24%	25 053	20%	25 362	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 13 percentage points in reading and 12 percentage points in writing. In mathematics, it has decreased from 23% to 20%; in 2011–2012, it remained the same as the previous year's.
- In 2011–2012, the percentage of Grade 6 students with special education needs performing at or above the provincial standard increased by four percentage points in reading (to 40%) and four percentage points in writing (to 40%) over the previous year's percentages.
- Over the past five years, the improvement in the reading and writing performance of Grade 6 students with special education needs has exceeded that of the Grade 6 population as a whole.

Summary of Findings

Assessment of Reading, Writing and Mathematics, Primary Division

- Over the past five years, the percentage of students performing at or above the provincial standard in reading has increased (a five-percentage-point increase, from 61% to 66%). In 2011–2012, this percentage increased by one percentage point over the previous year's (to 66%).
- Over the past five years, the percentage of students at or above the provincial standard in writing has increased steadily (from 66% to 76%).
- Over the past five years, performance in mathematics has remained relatively stable at about 70%. In 2011–2012, the percentage of students at or above the standard in this subject decreased by one percentage point from the previous year's (to 68%).
- 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 2011–2012, a larger percentage of female than male students performed at or above the provincial standard in reading (71% versus 62%) and writing (83% versus 69%). 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 55%), 12 percentage points in writing (to 70%) and three percentage points in mathematics (to 61%).
- Over the past five years, the percentage of students with special education needs performing at or above the provincial standard has increased by six percentage points in reading (to 31%) and 15 percentage points in writing (to 52%).
- In mathematics, compared to five years ago, the percentage of students with special education needs performing at or above the provincial standard has decreased by one percentage point from 35% to 34%; since last year, it has remained the same.
- In 2011–2012, the percentage of Grade 3 students with special education needs performing at or above the provincial standard increased by one percentage point in reading (to 31%) and four percentage points in writing (to 52%) over the previous year's percentages.
- Over the past five years, the improvement in the performance of Grade 3 students with special education needs in writing has exceeded that of the Grade 3 population as a whole.
- Over the past five years, a larger percentage of male than female students have responded "most of the time" to each of "I like mathematics" and "I am good at mathematics."

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 increased steadily (from 66% to 75%).
- Over the past five years, the percentage of students at or above the provincial standard in writing has increased by seven percentage points, from 67% to 74%.
- Compared to five years ago, the percentage of Grade 6 students at or above the provincial standard in mathematics has decreased by three percentage points, from 61% to 58%. Since 2010–2011, it has remained the same.
- In 2011–2012, a larger percentage of female than male Grade 6 students performed at or above the provincial standard in each of reading (80% versus 71%), writing (83% versus 67%) and mathematics (59% 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 nine percentage points in reading (to 57%) and 10 percentage points in writing (to 63%).
- In mathematics, the percentage of Grade 6 English language learners performing at or above the provincial standard has decreased since 2008–2009, from 54% to 49%. In 2011–2012, it increased by one percentage point over the previous year's.

Assessment of Reading, Writing and Mathematics, Junior Division (continued)

- Over the past five years, the improvement in the reading and writing performance of Grade 6 students with special education needs has exceeded that of the Grade 6 population as a whole.
- Over the past five years, the percentage of students with special education needs performing at or above the provincial standard has increased by 13 percentage points in reading (to 40%) and 12 percentage points in writing (to 40%). In mathematics, it has decreased from 23% to 20%; in 2011–2012, it remained the same as the previous year's.
- Over the past five years, on the questionnaire, a larger percentage of male than female students have responded “most of the time” to each of “I like mathematics” and “I am good at mathematics.”

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).

Students with Special Education Needs (Excluding Gifted)

Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as 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 2011–2012 Assessment of Reading, Writing and Mathematics, Primary Division, as well as on those of the previous four school years (2007–2008 to 2010–2011), and on feedback from teachers who scored the 2011–2012 assessment.

The released 2011–2012 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.

OBSERVATIONS AND STRATEGIES FOR IMPROVEMENT: 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

PRIMARY DIVISION: READING	
Observations	Strategies for Improvement
As in the past few years, taking into account both multiple-choice and open-response questions, primary students performed best on Reading Skill 1 (understanding explicitly stated information and ideas). This year, on multiple-choice questions, students performed best on Reading Skill 1 (understanding explicitly stated information and ideas) and similarly on 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). As in past years, students performed better on multiple-choice than on open-response questions when demonstrating their reading comprehension. Similarly, on open-response questions, students performed best on the one measuring Reading Skill 1. They performed better on those measuring Reading Skill 3 than on those measuring Reading Skill 2. Student performance on open-response reading questions for all three reading skills was similar to that of 2011. As in previous years, scorers emphasized two observations about performance on open-response questions. First, a Code 30 or 40 demonstrated reading comprehension through the use of key words from the question and by answering all aspects of the question and providing specific information from the text with an explanation of its relevance. Additionally, scorers 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 provide proof from the text are helpful. Formula components that prompt	Reading Skills and Expectations Provide opportunities for teachers in networks to conduct collaborative teacher inquiry into effective reading instruction and practices supported by research and classroom evidence. Construct an “if/then” statement to focus on the relationship between a specific practice and student learning, using classroom data as one measure of success. Use literacy learning blocks and the student inquiry process to integrate subjects and enable students to build content area knowledge and vocabulary. Provide intentional instruction in phonological awareness, letter and pattern knowledge and sound-letter correspondence, and use shared and repeated reading of texts to build reading fluency as needed. Share learning targets 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. Show examples of quality work in advance so that the objectives of open-response reading tasks are clear. Provide direct instruction in how to make inferences about gaps in texts (e.g., who is speaking in this poem, when and where is this story happening, what might this word mean, what words signal how this paragraph is organized?). Demonstrate how students can connect to the text as they read by thinking about its content and relating it to what they already know. Scaffold student practice connecting parts of the text to the whole and connecting prior knowledge to the text as they read.

PRIMARY DIVISION: READING (continued)

Observations	Strategies for Improvement
students to extend their understanding of a text with statements such as “This reminds me of . . .” and “I remember when I . . .” are more problematic. The direction to “use your own ideas” means to use your own ideas to inform your understanding of, and then relate them to, what is there in the text. Answers earning Codes 30 or 40 make connections to the text, rather than extensions away from or irrelevant to it. 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); however, performance on this expectation has declined since 2011. This expectation is measured by multiple-choice questions only. 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). Performance on questions measuring Overall Reading Expectations 1 and 2 was about the same as in 2011. On open-response questions, students continue to perform better on those measuring Overall Reading Expectation 1 than on those measuring Overall Reading Expectation 2.	Reading Skills and Expectations (continued) Encourage students to reread open-response questions carefully and focus on key words to ensure they answer all parts of the question. Teach students that the different instructions (e.g., explain how, explain why, explain whether, describe, compare) signal different requirements for responses. Provide practice responding to each question type. Continue to model how to begin a response using a few key words from the question and to support the response with evidence from the text. Students provide their own ideas when they answer the question and then support their answer with evidence. Have students practise going back to the text to find relevant examples and evidence that supports or proves their answer. Encourage deep thinking to construct meaning in order to develop the skills required by Overall Reading Expectations 1 and 2. Use probes and follow-up questions 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. Have students return to the text to find evidence of their thinking in order to “prove it.”
Students performed best on questions relating to the long narrative (“Night Noises”) and the informational passage (“Prairie Dogs”). As in 2011, students had the most difficulty with questions relating to the poem (“That Was Summer”) and the graphic text (“The Zamboni”).	Text Features, Forms and Genres Make students aware that knowing more about different genres will help them approach texts appropriately. They should expect to read fictional narratives for an understanding of character and plot development and expect that factual texts will focus on information. 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. During shared reading, examine graphic features in information texts (diagrams, pictures, charts). Have students practise reading the different components and explain how they communicate meaning. Make reading poetry an interactive activity with opportunities for accountable talk to help students share ideas in pairs or small groups or among the whole class. Present poems through shared reading and new media (e.g., hyperlinks, digital poems) to engage students. Help students to see poets as actively balancing elements such as rhyme, rhythm and word play in concise formats to challenge readers to draw their own conclusions about how meaning is made. Use poems that introduce unfamiliar vocabulary and help students use clues to figure out the meaning of the words. Look for opportunities to include poetry in other curriculum areas, such as social studies, science and math.

PRIMARY DIVISION: READING (continued)	
Observations	Strategies for Improvement
	Text Features, Forms and Genres (continued) Start students with double-entry journals by providing them with a specific text reference for the left side of the journal. On the other side, across from the entry, have students record ideas about the significance of the reference and how the reference relates to the rest of the text. Gradually release responsibility to students to choose references that they consider important to understanding a text. Engage students in conversations about texts to support the development of higher-order thinking skills. Initiate discussion through the use of grand conversations, so that students engage in authentic, lively talk concerning a “big” question about the text. Bring closure to the conversation by summarizing, drawing conclusions or assisting students to do so.
	Assessment Practices Collaborate to deconstruct the scoring rubrics and anchors for Codes 30 and 40 reading responses on the EQAO Web site. Use this information to co-construct success criteria. Have students reread their responses while referencing success criteria to self-assess and find ways to improve. Use descriptive feedback related to success criteria to provide precise information to students about what they are doing well, what needs improvement, what specific 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. Refer to EQAO's <i>Curriculum Connections in Language: Reading and Writing</i> to see links between the language component of the primary assessment and reading and writing curriculum expectations. Investigate <i>Understanding Levels of Achievement: Using EQAO Information to Improve Student Learning (Primary Division)</i> to help identify students' strengths and areas that need improvement. Working through this document will inform diagnostic, formative and summative classroom assessments in order to help teachers plan instruction to support student improvement. Use Ministry of Education video resources and <i>Growing Success</i> for ideas about how to assess for learning, how to provide specific descriptive feedback on work and how to provide opportunities for students to self-assess and develop their own learning goals.
	Student Groups Use recommendations from <i>Learning in the Field: The Student Work Study Teachers Initiative, 2009–2010</i> (e.g., rich instructional tasks connected to students' experience and schema; co-creating criteria and scaffolding for guided practice) to help all students improve their performance. In addition, select the most appropriate high-yield strategies to address diverse needs and improve student work (e.g., immediate feedback, ongoing small group assessment, differentiated writing instruction, mind maps and visual organizers).

PRIMARY DIVISION: READING (continued)	
Observations	Strategies for Improvement
For all reading selections, female students continued to outperform male students on both multiple-choice and open-response questions, although the difference in their performance was small. This year, male students' performance declined on multiple-choice questions measuring Reading Expectation 3. The smallest gap occurred on questions relating to the graphic text ("The Zamboni"). The largest gap occurred on questions relating to the poem ("That Was Summer"). As in previous years, English language learners did not perform as well as the general population. However, their performance on the short narrative improved this year. Over the past four years, these students have experienced the greatest difficulty with questions measuring Overall Reading Skill 3. The pattern of relative strengths for students with special education needs has been similar to that of the general population with reference to all three reading skills, all reading expectations and all text types. As in previous years, these students had the most difficulty with questions measuring Overall Expectation 3. The largest gap between students with special education needs and the general population was also on Overall Expectation 3.	Student Groups (continued) 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 an understanding of effective literacy instruction among teachers of all subjects, informed by practice and research; foster positive attitudes toward reading and use male role models to promote literacy as part of the school culture. Review recent Ministry "Support for Boys' Literacy" resources for strategies that improve the literacy skills of males. Give male students many opportunities to practise the skills required by Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently) by having them use context clues to figure out unfamiliar vocabulary in texts in all subject areas. In shared reading, explicitly discuss the denotations (literal meanings) and connotations (implied meanings) of words and how these can help students make inferences when reading. Refer to "Lessons from EQAO Data on English Language Learners in Ontario Schools" for whole-school initiatives to provide high-quality instruction and support the needs of English language learners. Continue to use 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. 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. Monitor reading achievement to help students meet goals, and apply early intervention strategies as needed. Teach all students, including those with special education needs, how to use the set of four comprehension strategies featured in reciprocal reading to focus on the important components of the reading process and to develop their comprehension monitoring abilities. Differentiate instruction to optimize student reading comprehension through focused lessons in small groups. Use close reading of a selected excerpt of an interesting story, or another text. In a small group, have students read, reread and discuss the selection in order to understand the implied messages.

OBSERVATIONS AND STRATEGIES FOR IMPROVEMENT: 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

PRIMARY DIVISION: WRITING

Observations	Strategies for Improvement
Students continue to perform better on multiple-choice writing questions than on short- and long-writing tasks. They performed best on questions measuring Overall Writing Expectation 3 (apply knowledge of language conventions and present written work effectively). Students performed about equally well on Overall Writing Expectations 1 (develop and organize content) and 2 (use knowledge of form and style). As in the previous five years, when responding to the short- and long-writing tasks, students also performed better on Writing Skill 3 (using conventions—spelling, grammar, punctuation—in a manner that does not distract from clear communication) than on Writing Skill 1 (developing a main idea with sufficient supporting details) and Writing Skill 2 (organizing information and ideas in a coherent manner). For topic development, this year student performance improved on all three writing tasks. As in previous years, students performed better on the long-writing task than on the short-writing tasks, and they performed similarly on both short-writing tasks. For conventions, students performed slightly better on the long-writing task than on the two short-writing tasks but their performance on conventions declined slightly for all three tasks. Scorers reported that, for topic development, written work that used effective opening and/or concluding sentences and that linked ideas in a logical and sequential order usually received a Code 30 or 40. For example, on the long-writing task, when asked to write an adventure story about turning into a key, students who performed at or above the provincial standard tended to write in the voice (or role) of the key. They also used narrative form and adventure genre schema to respond to all aspects of the prompt, with relevant and specific supporting details relating to some or all of the following: the setting, development of the problem or conflict, dialogue, resolution and/or narrative closure.	Writing Skills and Expectations Share learning targets and goals and co-construct success criteria (e.g., similar to those in EQAO's scoring guides for writing responses) with students at the outset of learning. Show examples of quality work in advance, so that the objectives of tasks are clear. 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 introduce students to the written text forms required by the curriculum and chart mentor texts (models of good writing). Pose higher-order thinking questions that require students to compare and contrast ideas. Guide students in the organization of ideas about similarities and differences using charts and Venn diagrams. Model how to write a paragraph comparing two ideas, inviting students to help rephrase, clarify and revise as the paragraph is written. Teach words that EQAO uses to signal a comparison (e.g., "whether"). Use criterion-based feedback to address the proper use of writing conventions, clarity of ideas and effective language choices. Give feedback on adherence to writing conventions when the writing is almost complete and focus on one or two features that could be improved, identifying a pattern rather than every error. Encourage the use of a few well-chosen graphic organizers (e.g., idea web, four square, and components of narrative and of non-fiction writing). Teach students to move information from a graphic organizer to a written paragraph. Start with organizers as a scaffold and help students develop their use beyond formulaic linking words and styles of response. Prompt students to incorporate the various elements of writing into their written work, with a particular focus on ideas and organization. Model how to develop effective opening and concluding sentences. Explicitly share how to focus on a few ideas and details relevant to the purpose and audience required by the prompt rather than listing many underdeveloped ideas and details.

PRIMARY DIVISION: WRITING (continued)

Observations	Strategies for Improvement
An analysis of the performance of all student groups shows they follow the same trends as the student population as a whole, with the following exceptions. 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 females for topic development in both short- and long-writing tasks has remained steady in the past four years. This year, girls received approximately twice the number of Code 40 scores as boys. The gap between females and males in the use of conventions also continued. However, the overall performance of both male and female students on the long-writing task has improved since 2008–2009. The percentage of English language learners performing at or above the provincial standard for topic development has continued to increase over the past five years, and the gap between their results and those of the general population has been decreasing. 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 2012. The percentage of students with special education needs performing at or above the provincial standard has increased over the past five years, even though these students have not performed as well as the general population. Their results for all three writing skills also continue to be lower than those for the general population. Their overall performance in topic development on the long-writing task has improved steadily since 2009.	Student Groups Provide authentic reasons for students to develop their writing skills through non-fiction writing about their interests, lives and world beyond the classroom. Rehearse before writing through drama, storytelling or visualization (construction of a sequence of mental images from experience or imagination) to help students develop and revise ideas. During writing, have students share their work with peers and teachers to increase their motivation to write and their desire to improve. Develop student interest in verbal and written expression and enhance their vocabulary through games, activities and word collections. Provide humorous words or phrases and have them “play” with the meaning. Show how word choice helps readers to visualize and understand the content more clearly and makes writing descriptive, detailed and precise. Actively involve English language learners in learning about how words work. Explore words through modelled, shared, guided and independent formats. Expose students to a wide variety of print and non-print materials, both fiction and non-fiction. Examine new words in a number of ways to address a variety of learning styles. Model for all students, including English language learners, the use of linking words and phrases that help to organize ideas in a coherent fashion, such as sequence (“first,” “next,” “then,” “after that,” “finally”), and cause and effect (“because,” “because of,” “as a result”). Start students with basic linking words through repetition and practice and then build on this foundation to develop more breadth and depth of word usage. Help all students develop word consciousness. 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 the use of focused lessons in small groups. Use a writer’s workshop approach so students write with support. Conference with students to provide feedback on their writing to assist them in making the connection between the criteria that they have satisfied and those that they have not. Regularly conduct topic development-focused conferences to encourage students to clarify their main idea and develop it with relevant specific details. After the conference, explain the next steps so that the student can make his or her writing more clear and coherent. Model how to apply feedback, using samples of student work. Guide students in reflecting on how the feedback helps them improve their work.

OBSERVATIONS AND STRATEGIES FOR IMPROVEMENT: 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 and

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

PRIMARY DIVISION: MATHEMATICS	
Observations	Strategies for Improvement
General This year, male and female students performed equally well on all strands and cognitive skills. In 2012, students performed considerably well on questions mapped to the cognitive skill Knowledge and Understanding and least well on questions mapped to the cognitive skill Thinking. Students continued to perform better on multiple-choice questions than on open-response questions. English language learners continued to perform slightly below the general population, with similar trends in achievement across all strands, cognitive skills and question types. Students with special education needs performed approximately 15 percentage points below the general population on all strands, cognitive skills and question types. The greatest gaps in performance occurred in the first six questions of the release booklet.	Partner with other teachers to discuss and apply the math scales from <i>Understanding Levels of Achievement: Using EQAO Information to Improve Student Learning: Primary Division</i>. Use this resource to help you determine next steps for students. Guide students as well as have them work independently to apply the math scales to their work. Provide collaborative learning opportunities in clusters or pairs using different strategies (e.g., placemat). Be aware of gender differences in order to plan inclusive instruction. Continue to integrate the mathematical process expectations into student learning associated with all the strands. Emphasize the process of problem solving by teaching students to develop, select, apply and compare a variety of problem-solving strategies as they pose and solve problems and conduct investigations. See the Four-Step Problem-Solving Model. Collaboratively build classroom word walls to provide visual clues and references for students as well as to help build connections between words and concepts. Continue to provide opportunities for students to answer both open-response and multiple-choice questions. Model how to answer open-response questions using accurate and precise written communication of mathematical thinking. Use EQAO sample questions and scoring guides to generate discussions and help students become aware of common errors and misconceptions and the requirements for a complete solution. Use EQAO sample questions to orient students to test-day conditions. Continue to investigate effective instructional and assessment strategies and apply an extensive collection of them to differentiate instruction in order to appeal to the various ways in which students learn and demonstrate their learning. Continue to 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.

PRIMARY DIVISION: MATHEMATICS (continued)	
Observations	Strategies for Improvement
Number Sense and Numeration Scorers of the open-response question requiring students to add two-digit numbers to make piles of 10 noted that many students were able to total the numbers but were less successful determining the number of 10s.	Continue to use a variety of manipulatives and concrete materials when teaching the concepts of place value. Provide students opportunities to use place value when problem solving. Continue to promote mental math. Give opportunities for students to be exposed to a variety of mental math strategies.
Measurement In 2012, the general population performed least well on the questions from this strand. Students continue to have difficulty ordering objects using linear measurements. Scorers of the open-response question involving relationships between units of time noted that most students demonstrated an understanding of the basic time relationships, but some students made comparisons without making sure the units were the same.	Emphasize the importance of units when teaching students to order objects according to linear measurement. Continue to reinforce relationships between units of time, and provide students with opportunities to solve problems involving these relationships.
Geometry and Spatial Sense Overall, students performed well on the open-response questions in this strand. Scorers of the open-response question requiring students to describe a path on a grid noted that some did not use the directions left, right, up, down or did not give the number of units to move in their descriptions. Scorers of the open-response question requiring students to compare angles to a right angle noted that many were able to use pattern blocks to show the required angles.	Require students to give accurate descriptions of paths on grids that include directions and units. Continue to provide students with opportunities to use personal reference tools to compare angles found in real life to right angles.
Patterning and Algebra In 2012, the general population performed best on the questions from this strand. Students were successful on the questions requiring them to complete and extend number patterns, both growing and shrinking. Students continue to have difficulty determining missing numbers in equations. Scorers of the open-response question requiring students to use a number pattern and a calendar to solve a problem noted that some students skip-counted by 1s or 2s instead of 3s, and some students' explanations were incomplete.	Have students extend number patterns using a variety of starting points and pattern rules. Continue to provide various manipulatives for students to use to display their patterns. Reinforce the appropriate use of the equal sign, to signify a relationship and not a requirement to perform an operation.

PRIMARY DIVISION: MATHEMATICS (continued)	
Observations	Strategies for Improvement
Data Management and Probability Students performed well on questions requiring them to read and interpret graphical data or complete a bar graph. Scorers of the open-response question requiring students to complete a bar graph from data on a pictograph noted that some students were unable to use the graph's key accurately when dealing with half-symbols.	Provide opportunities for students to work with scales and keys on graphs that have a many-to-one correspondence, especially pictographs where half of the representative symbol is shown. Provide opportunities for students to solve problems involving the mode of a set of data.

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 2011–2012 Assessment of Reading, Writing and Mathematics, Junior Division, as well as on those of the previous four school years (2007–2008 to 2010–2011), and on feedback from teachers who scored the 2011–2012 assessment.

The released 2011–2012 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.

OBSERVATIONS AND STRATEGIES FOR IMPROVEMENT: 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

JUNIOR DIVISION: READING

Observations	Strategies for Improvement
As in previous years, students performed better on multiple-choice questions measuring Reading Skill 1 (understanding explicitly stated information in the reading selection) than on those measuring Reading Skill 2 (understanding implicitly stated information in a reading selection) or 3 (making connections between the reading selection and their own knowledge and experience). However, scores for all three reading skills decreased in 2012, with the greatest decrease on Skill 1. This year, students performed better on open-response items measuring Reading Skill 3 than on those measuring Reading Skill 2. Reading Skill 1 is not assessed by open-response questions. Performance on both skills was about the same as in 2011. This year, the percentage of Grade 6 students scoring a Code 30 or 40 on open-response questions measuring Reading Skill 3 increased. The percentage scoring a Code 30 or 40 on open-response questions measuring Reading Skill 2 has remained about the same since 2010. For all open-response reading tasks, scorers noted that students continue to make irrelevant personal connections to texts and emphasized that the direction to “use your own ideas” requires specific and relevant ideas about the content of the texts themselves. Responses such as “This reminds me of . . .” and “I remember when . . .” tended to take students off topic.	Reading Skills Continue to provide daily time in all subjects for shared, guided and independent reading to increase proficiency, build subject-specific knowledge and vocabulary and regularly identify who is experiencing challenges with course material. To help students identify explicit information, have them generate questions about texts that can be answered by pointing to information that is “right there” in the words. Model how to make inferences about gaps in texts (e.g., Who does the pronoun “he” refer to in this poem? From whose point of view is this story told? How does the way this paragraph is organized help me understand the main idea?). Examine how the connotative (affective) and denotative (cognitive) meaning of words and loaded language signal the manner in which authors want their readers to respond to texts. Have students practise making inferences with proof using the “How do you know?” strategy. Use the strategies described in “Robust Thinking” to help students identify and make connections among issues, ideas and concepts in one or more texts. Expand opportunities for dialogue to help students question, clarify and extend their thinking about ideas and information. Use student inquiry and integrated curriculum units to reinforce and deepen knowledge and understanding about issues or subjects, and to help students make relevant connections between ideas and information in texts and across subject areas.

JUNIOR DIVISION: READING (continued)	
Observations	Strategies for Improvement
	Reading Skills (continued) Additionally, pose questions to help students make connections between a variety of texts as well as their own knowledge (e.g., How were the characters in the two stories similar? What similar words and ideas did I find in these two information paragraphs? How could I chart the information in this paragraph on plant growth? What do I know about the purpose of dialogue?). For example, when asked to “Explain why Johnny Miles is a good choice for an interview,” successful students connected their knowledge of character education (i.e., the Ministry of Education initiative) and of character attributes in narrative to provide relevant and specific information that supported their understanding of the reading.
As in previous years, 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), although their performance declined this year. 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 continued to be on multiple-choice questions measuring Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently). On open-response questions, student performance has improved on Overall Reading Expectation 1 but declined on Overall Reading Expectation 2 since 2011. Overall Reading Expectation 3 is not assessed through open-response questions. Students continued 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. Scorers noted that the most common reason for a lower score was a lack of relevant and specific support from the text.	Reading Expectations Refer to EQAO’s <i>Curriculum Connections in Language: Reading and Writing</i> to identify links between the language component of the junior assessment and course-based reading and writing expectations. Refer to “Reading Fluency” for ideas on how to provide intentional instruction in phonological awareness, letter knowledge and patterns and sound-letter correspondences. Use shared and repeated readings of texts to build fluency and proficiency. Use reciprocal teaching to help students focus on the various components of the reading process (e.g., predicting, questioning, clarifying thinking and summarizing the main idea and key details). Model and provide intensive practice identifying organizational patterns and their associated signal words (e.g., problem and solution, action or cause and reaction or effect, sequence) in all text types. Also provide instruction in how to analyze questions for the organizational patterns that they signal: for example, a question related to the narrative selection “Trail Blazers” prompts students to “Explain how Tyler’s attitude toward the park changes throughout the text.” The word “throughout” signals the need to find and identify specific evidence of his attitude at several points during the hike and to draw a conclusion, based on text details, about what causes the change.

JUNIOR DIVISION: READING (continued)

Observations	Strategies for Improvement
	Vocabulary Instruction Support the acquisition of vocabulary skills required by Overall Expectation 3 by providing students with multiple opportunities to build their vocabularies. As a staff, identify, introduce and reinforce the teaching of key words and terms used within and across subject areas (e.g., “characteristic,” “trait,” “vary,” “contribute”). Engage students in word study instruction to enhance reading comprehension. Have students examine word structure to support them in decoding new words. Highlight the terms (including roots and affixes) prevalent in the content areas to help students decode academic language, and reinforce concepts found across subject areas.
Students performed best overall on the long narrative (“Trail Blazers”), followed by the poem (“Carousel”) and the short narrative (“Johnny Miles”). (Their scores on these two selections were similar.) Their scores were somewhat lower on the information text (“Moon Trees”). They experienced the most difficulty when answering questions related to the graphic text (“Birds Can Fly”). Contrary to their 2011 results, students performed best on open-response items related to the poem.	Text Types Adapt literature circle roles to support focused discussions of all text types and provide charts of text features, forms and genres for student reference. Have students highlight words and phrases that signal each element (e.g., plot, character, setting) when reading narratives and informational texts. Provide practice finding evidence of how elements are related. In all subject areas, model how to identify specific features of graphic texts and examine how these features work together to enhance understanding of ideas and information. After reading, have students create concept maps to support their learning, and have them practise transferring information from one textual form (e.g., paragraph) to another (e.g., diagram) to reinforce their learning. Continue to use poetry to encourage students to develop meaning, expand their vocabulary, make inferences, identify the main idea, make judgments and draw conclusions.
	Assessment Practices 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 Understanding Levels of Achievement (Junior) and the scoring rubrics and anchors available on the EQAO Web site to clarify what the levels of performance look like on the language component of the assessment and to acquire specific strategies for improving aspects of student work.

JUNIOR DIVISION: READING (continued)

Observations	Strategies for Improvement
An analysis of the performance of all student groups shows that they follow the same trends as the student population as a whole, with the following exceptions: For multiple-choice reading questions, this year the performance gap between female and male students decreased for Overall Reading Expectation 1 and males scored slightly better than females on Overall Reading Expectation 3. In addition, this year males outperformed females on Reading Skill 3 and on all Reading Expectation 1 questions related to the information and graphic texts. As in 2010–2011, the gender gap for both multiple-choice and open-response questions was smallest on the graphic text (“Birds Can Fly”), and this gap was smaller this year than last. The largest performance gap between English language learners and the general population occurred for both multiple-choice and open-response questions related to the long narrative and the poem. The gap between the general population and English language learners was smallest for questions measuring Overall Reading Expectation 2. The performance gap increased slightly from 2011 for multiple-choice reading questions but remained about the same for open-response reading questions. The pattern of relative strengths and weaknesses across questions for students with special education needs was similar to that of the general population. The gap between the general population and students with special education needs was smallest for questions measuring Overall Reading Expectation 1. The performance gap increased slightly from 2011 for multiple-choice reading questions but remained about the same for open-response reading questions.	Student Groups 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 otherwise at risk. Engage all students in higher-order thinking and employ questioning strategies from critical literacy to help students identify big ideas, and then analyze, interpret and evaluate texts (e.g., for how text form, content, purpose and audience work together; for point of view; for the construction of gender roles). Support students, especially English language learners, with purposeful and accountable talk. 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, and to develop both subject-based knowledge and vocabulary that can be transferred. To support all students, and to better include students with special education needs, use the strategy implementation continuum and the variety of instructional methods promoted by differentiated instruction. 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.

OBSERVATIONS AND STRATEGIES FOR IMPROVEMENT: 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

JUNIOR DIVISION: WRITING

Observations	Strategies for Improvement
Students performed better on multiple-choice writing questions measuring Overall Writing Skills 1 (develop a main idea with sufficient supporting details) and 2 (organize information and ideas in a coherent manner) than on those measuring Overall Writing Skill 3 (use conventions—spelling, grammar, punctuation—in a manner that does not distract from clear communication). The number of students scoring Codes 30 and 40 for topic development on all short- and long-writing tasks has decreased steadily since 2007. This year, students' overall performance with respect to topic development was better on the short-writing than on the long-writing task. Students 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 letter describing the student's experiences as a member of a 16th-century exploration team included the following features: use of letter form, ample development organized coherently (e.g., a chronological description of incidents), specific and relevant supporting ideas (about the sea voyage and/or landing, action and/or setting). Responses that provided minimal development, simple or few supporting details about the exploration and abrupt endings generally received a Code 20. In contrast, students who accessed their prior learning (e.g., about 16th-century exploration, pioneers and/or Aboriginal life) tended to provide better responses.	Writing Skills and Expectations 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. Model how to revise and proofread before submitting work. 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. Extend opportunities for non-fiction writing in all subject areas. Introduce students to commonly used non-fiction forms (e.g., recounts, reports, procedures, persuasive texts) and have them identify their elements (e.g., a report might include headings and subheadings, an opening statement, factual information organized by subtopic and a conclusion offering recommendations). 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. Continue to work with students on the written text forms required by the curriculum, and model how to organize writing in each. Provide templates such as "The Four Roles of the Junior Writer" for reference as students select a writing form, purpose and audience. Model careful reading of the writing prompts, with a focus on using a highlighter to identify the topic, written form, purpose and audience.

JUNIOR DIVISION: WRITING (continued)	
Observations	Strategies for Improvement
As in past years, students performed better on Overall Writing Expectation 3 (apply knowledge of language conventions and present written work effectively) than on questions measuring Overall Writing Expectation 1 (develop and organize content) and Overall Writing Expectation 2 (use knowledge of form and style in writing).	Writing Skills and Expectations (continued) Use writing frames as a starting point for students to structure a written response and then move them beyond using these mechanically to organizing their writing organically. Support student thinking and writing with the use of concept maps and graphic organizers. 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.
	Assessment Practices Provide checklists for proofreading work, and opportunities for self-assessment and peer feedback that help students examine work for specific criteria such as writing form, words that signal an organizational pattern and number of specific and relevant details. Conference with students to provide timely, specific and descriptive feedback on their writing to assist them in making the connection between the criteria they have satisfied and those they have not. Focus on one or two immediate needs for improvement to cultivate thoughtful revision. 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. Involve all students in defining the criteria for effective work using language that is meaningful to them, and provide them with concrete examples of work at a variety of levels to help them understand the criteria and the differences among the levels. Use Ministry of Education video resources and Growing Success for ideas about how to assess for learning, how to provide specific descriptive feedback on work and how to provide opportunities for students to self-assess and develop their own learning goals. Use Understanding Levels of Achievement (Junior) and the scoring rubrics and anchors available on the EQAO Web site to illustrate the difference between effective and ineffective writing, and to acquire specific strategies for improving aspects of student work.

JUNIOR DIVISION: WRITING (continued)

Observations	Strategies for Improvement
An analysis of the performance of all student groups shows that they follow the same trends as the student population as a whole, with the following exceptions. As in previous years, female students outperformed male students on most multiple-choice writing questions and on all the short- and long-writing tasks. Girls were more successful than boys at attaining Codes 30 and 40 for topic development on all writing tasks. However, overall the gender gap has decreased this year for topic development at all three writing tasks. The percentage of English language learners at or above the provincial standard in writing decreased in 2012. The gap between the performance of students with special education needs and that of the student population as a whole on topic development for the short-writing tasks is slowly decreasing. It remains about the same as in 2011 for topic development on the long-writing task. However, the percentage of students with special education needs at or above the provincial standard in writing decreased slightly in 2012. These students continue to perform below the level of the general population, although their pattern of relative strengths and weaknesses remains similar.	Student Groups Use recommendations from <i>Learning in the Field: The Student Work Study Teachers Initiative, 2009–2010</i> (e.g., rich instructional tasks connected to students' experience and schema; assessment for learning, including co-creating criteria and scaffolding for guided practice) to help all students improve their performance. In addition, select the most appropriate high-yield strategies to address diverse needs and improve student work (e.g., immediate feedback, ongoing small group assessment, differentiated writing instruction, accountable talk, mind maps and visual organizers). To address issues of gender and literacy, adopt practices identified in <i>Towards an Understanding of Gender Differences in Literacy Achievement</i>, an EQAO research study examining strategies employed by schools with small gender gaps in assessment results, as follows: set high academic and behavioural expectations regardless of gender or background; develop consistent standards and understanding of effective literacy instruction among teachers of all subjects, informed by practice and research; foster positive attitudes toward reading; and use male role models to promote literacy as part of the school culture. To assist English language learners, continue to use visual tools (e.g., paragraph frames) in all subject areas and provide opportunities for students to communicate, orally and in writing, in their home language to brainstorm, rehearse and plan ideas for writing. Refer to “Lessons from EQAO Data on English Language Learners in Ontario Schools” for whole-school initiatives to provide high-quality instruction and support English language learners. Provide students with special education needs with opportunities to use assistive technologies for idea generation, organization and completion of writing tasks whenever possible.

OBSERVATIONS AND STRATEGIES FOR IMPROVEMENT: 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 and

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

JUNIOR DIVISION: MATHEMATICS	
Observations	Strategies for Improvement
General This year, students performed about equally well on all strands and question types. They performed about nine percentage points better on questions mapped to the cognitive skill Knowledge and Understanding than on questions mapped to the cognitive skills Application and Thinking, on which their performance was about the same overall. English language learners performed least well on questions from the strand Geometry and Spatial Sense. These students performed about four percentage points below the general population overall. Students with special education needs performed about 18 percentage points below the general population on all strands, question types and cognitive skills.	Partner with other teachers to discuss and apply the math scales from <i>Understanding Levels of Achievement: Using EQAO Information to Improve Student Learning: Junior Division</i>. Use this resource to help you determine next steps for students. Guide students, as well as have them work independently to apply the math scales to their work. Continue to integrate the mathematical process expectations into student learning associated with all the strands. Emphasize the process of problem solving by teaching students to develop, select, apply and compare a variety of problem-solving strategies as they pose and solve problems and conduct investigations. See the Four-Step Problem-Solving Model. Collaboratively build classroom word walls to provide visual clues and references for students as well as to help build connections between words and concepts. Continue to provide opportunities for students to answer both open-response and multiple-choice questions. Model how to answer open-response questions using accurate and precise written communication of mathematical thinking. Use EQAO sample questions and scoring guides to stimulate discussions and help students become aware of common errors and misconceptions and the requirements for a complete solution. Continue to investigate effective instructional and assessment strategies and apply an extensive collection of them to differentiate instruction in order to appeal to the various ways in which students learn and demonstrate their learning. Continue to review the allowed accommodations listed in <i>EQAO's Guide for Accommodations, Special Provisions and Exemptions</i>. Assign them to students individually and incorporate them into the students' regular program.

JUNIOR DIVISION: MATHEMATICS (continued)

Observations	Strategies for Improvement
Number Sense and Numeration Students performed relatively well on the open-response questions in this strand. Scorers of the question requiring students to work with the relationships among fractions, decimal numbers and percents noted that most students made attempts to convert the numbers to a common representation in order to compare them. Some students had difficulty accurately converting fractions to another representation. Students who chose to use a fractional representation were less successful overall than those choosing other representations. The multiple-choice question that required students to order fractions was the least well done in this strand.	Continue to promote mental math. Give opportunities for students to be exposed to a variety of mental math strategies. Continue to teach the conceptual understanding of fractions through diagrams and manipulatives. Require students to explain their answers. Encourage students to use calculators to check the reasonableness of their answers.
Measurement Students had difficulty with questions involving the area of a triangle. Scorers of the open-response question requiring students to draw two shapes with a given area on a grid noted that some confused area with perimeter. Although most students were successful calculating the area of their parallelogram, some omitted dividing by two to calculate the area of their triangle. Some students confused the sides drawn on the diagonal with height and determined the side lengths by counting segments drawn through grid squares as units.	Develop the formulas for the area of a triangle and a parallelogram with students. Have students solve problems involving area, perimeter and volume, and reinforce the measurement relationships among these three measures. Emphasize the definition of the height of a polygon. Draw diagonal lines on a grid, and contrast their lengths with the lengths of the vertical lines on the grid.
Geometry and Spatial Sense Students performed well on the multiple-choice question involving views of a three-dimensional block figure. Students performed well on the open-response question requiring them to sort shapes on a Venn diagram. Scorers noted that some students did not know where to place shapes that belonged outside the circles. Students had difficulty with the questions requiring transformations. Scorers of the open-response question noted that some students' descriptions of their transformations lacked accuracy and detail (e.g., points of rotation, direction, lines of reflection).	Continue to have students use Venn diagrams to organize sorting. Teach them the relationships among all regions of a Venn diagram. Provide students with opportunities to perform rotations with points in, on and outside the shape being rotated. Require students to give accurate descriptions that include all necessary details for the three types of transformations.

JUNIOR DIVISION: MATHEMATICS (continued)	
Observations	Strategies for Improvement
Patterning and Algebra Students performed well on the multiple-choice questions requiring them to solve equations to determine the value of an unknown. Students performed least well on the multiple-choice question requiring them to represent a pattern given in words on a grid. Scorers of the open-response question requiring students to extend repeating patterns to solve a problem noted that students who used an organized list of terms with their associated term numbers were more successful than those who did not. Some students had difficulty with the different numbers of repeating terms in the two patterns.	Continue to reinforce and clarify the difference between term and term number in patterns. Have students use graphic organizers when solving problems involving patterns.
Data Management and Probability Students performed well on the multiple-choice questions. Students performed relatively well on the questions involving probability. Scorers of the open-response question involving probability noted that some students had difficulty representing probability as a number less than one on a number line. On the multiple-choice question that required students to determine the mean of a set of data, almost 30% selected the mode. Scorers of the open-response question requiring students to read and interpret data from a broken-line graph noted that some students did not consider the total number for the three-day period.	Require students to show the connections between probabilities and their fraction, decimal number and percent equivalents. Have students use a variety of strategies to demonstrate that they understand that these values are in the range from 0 to 1. Use probability contexts to reinforce Number Sense and Numeration concepts.

LIST OF RESOURCES: READING AND WRITING

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.

PRIMARY AND JUNIOR DIVISIONS: READING AND WRITING

Main resources

Literacy and Numeracy Secretariat. (2007, May). *What Works? Research into Practice: Secretariat Special Edition I. 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, 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

- Criterion-based feedback
- Feedback (self, teacher, peer)
- Self-assessment
- Writing conventions
- 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. (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 of information texts: Sample lesson 4, pages 115–132
- Compare and contrast: pages 3:14, 8.29, 10:11
- Graphic organizers: Chapter 10
- Higher-order thinking skills: pages 8.14–8.15
- Levelled texts: page 6.5 (R)
- Narrative: pages 8.28
- Non-fiction: pages 5.26–5.31
- Poetry: pages 5:19–5.21
- Text features: pages 5.26–5.31
- Text types: pages 1.20–1.21
- 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

- Conventions: pages 1.16–1.18 and throughout
- Elements of writing: pages 1.14–1.20 and appendices
- Graphic organizers: appendices
- Ideas: throughout
- Organization: throughout
- Revision: pages 1.8, 1.13, Appendices 6–4, 6–7
- Writer’s workshop: throughout

PRIMARY AND JUNIOR DIVISIONS: READING AND WRITING (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

- Academic language: pages 24–25
- Shared, guided and independent reading: pages 60–85
- Signal words: pages 40–41
- Summarizing: pages 32–35

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
- Mentor texts: page 42
- Poetry: pages 111–114
- Revise/revision: pages 39–42
- Text forms: pages 11–13
- Writing process: pages 36–45

Other resources

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

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>

Collaborative teacher inquiry

- Literacy and Numeracy Secretariat. (2010, September). *Collaborative teacher inquiry* (Capacity Building Series: Secretariat Special Edition 16). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Collaborative_Teacher_Inquiry.pdf

Compare and contrast

- Literacy and Numeracy Secretariat. (2010). Word study in action. *Webcasts for Educators*. Available at <http://resources.curriculum.org/secretariat/wordstudy/files/WordStudyGuide.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>
- Literacy and Numeracy Secretariat. (2006, September 28). Building upon our successes. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/september28.shtml>

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

PRIMARY AND JUNIOR DIVISIONS: READING AND WRITING (continued)

Content literacy/Content area knowledge

- 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

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

Close reading

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

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>

Curriculum connections

- Education Quality and Accountability Office. (2011, June). *Curriculum connections in language: Reading and writing*. Available at http://www.eqao.com/pdf_e/11/Ccurrcon_PJe_0611_WEB.pdf

Deep thinking

- Literacy and Numeracy Secretariat. (2007, November 29). Critical literacy. Webcasts for Educators. Available at <http://resources.curriculum.org/secretariat/november29.shtml>
- Martin, C. & Leclerc, J. (2009, Winter). Robust thinking: A must for all students. *Principal Connections* 13(2). Available at <http://www.cpco.on.ca/News/PrincipalConnections/PastIssues/Vol13/Issue2/RobustThinking.pdf>

Descriptive feedback

- Binns, J. and J. Herman. "Descriptive feedback fosters improved student learning." *Principal Connections*. Vol. 12, Issue 4. Available at <http://www.cpco.on.ca/News/PrincipalConnections/PastIssues/Vol12/Issue4/DescriptiveFeedback.pdf>
- Literacy and Numeracy Secretariat. (2010, September). *Capacity Building Series: Secretariat Special Edition 15. Primary Assessment*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_primaryassessment.pdf
- 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>

Dialogue

- Literacy and Numeracy Secretariat. (2011, September). *Secretariat Special Edition 23. Grand conversations in the junior classroom*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Grand_Conversations_Junior.pdf

PRIMARY AND JUNIOR DIVISIONS: READING AND WRITING (continued)

Differentiated instruction

- Literacy and Numeracy Secretariat. (2006, September). Building upon our successes. *Webcasts for Educators*. Available at <http://resources.curriculum.org/secretariat/september28.shtml>
- 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. (June 2011). Chapter 2. *Learning for all, K–12* [Draft]. Available at <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2011.pdf>
- 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>

Double entry journals

- Literacy and Numeracy Secretariat. (2004). 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/files/pdf/Comprehending_Resources_Module3.pdf

English language learners/literacy in multilingual contexts

- Coelho, E. (2007, July). How long does it take? Lessons from EQAO data on English language learners in Ontario schools. *Inspire: The Journal of Literacy and Numeracy for Ontario*. Retrieved January 12, 2009. Available at www.edu.gov.on.ca/eng/literacynumeracy/inspire/equity/ELL_July30.html
- 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
- 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
- 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>

Gender and literacy/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. The “Supports for Boys’ Literacy” resources: <http://www.edugains.ca/newsite/literacy2/supportsboyliteracy.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>
- 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. (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
- Various Ministry of Education resources on boys’ literacy: <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>

Gradual release of responsibility

- Literacy and Numeracy Secretariat. (2007, Summer). The LNS communiqué. Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/LNSsummer.pdf>

Grand conversations

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

PRIMARY AND JUNIOR DIVISIONS: READING AND WRITING (continued)

Growing success

- 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>

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://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>

How do you know?

- Richards, J.R. and Anderson, N.A. (2003, November). How do you know? A strategy to help emergent readers make inferences. *The Reading Teacher*, 57 (3), 290–293.

If/then

- Literacy and Numeracy Secretariat. (2010, September). *Collaborative teacher inquiry* (Capacity Building Series: Secretariat Special Edition 16). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Collaborative_Teacher_Inquiry.pdf

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

Learning targets/goals

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

Learning in the field

- Literacy and Numeracy Secretariat. (2011, May). *Learning in the field: The student work study teachers initiative, 2009–2010*. Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/research/swst.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 and Numeracy Secretariat. (2005, December 7). Teaching and learning in multilingual Ontario. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/december7.shtml>

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

PRIMARY AND JUNIOR DIVISIONS: READING AND WRITING (continued)

Loaded language

- Critical Literacy Webcasts for Educators: <http://resources.curriculum.org/secretariat/november29.shtml>

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>
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* 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>

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>

Networks/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>

Non-fiction reading and 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, April 18). Connie Wright: Persuasive writing: Deconstructing a newspaper article. *Non-Fiction Writing* [Webcast]. Available at <http://www.curriculum.org/secretariat/april18.shtml>
- Literacy and Numeracy Secretariat. (2008, April 18). Bridget Scime: Report writing. *Non-Fiction Writing* [Webcast]. Available at <http://www.curriculum.org/secretariat/april18.shtml>
- Literacy and Numeracy Secretariat. (2009, April 21). Dr. Douglas Reeves: Non-fiction writing. *Quality Teaching: It's Intentional* [Webcast]. Available at <http://www.curriculum.org/secretariat/april21.shtml>
- Literacy and Numeracy Secretariat. *Non-fiction writing for the junior student* (Capacity Building Series: Secretariat Special Edition 5). Available at <http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.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://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf>
- 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. (2008, May 2). High-yield strategies to improve student learning: Shared Reading: Signal Words. *Webcasts for Educators*. Available at <http://www.curriculum.org/secretariat/may2.shtml>

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>

Reading fluency

- Literacy and Numeracy Secretariat. (2010, March). *Reading fluency* (Capacity Building Series: Secretariat Special Edition 12). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/reading_fluency.pdf

PRIMARY AND JUNIOR DIVISIONS: READING AND WRITING (continued)

Reciprocal reading/reciprocal teaching

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PRIMARY AND JUNIOR DIVISIONS: READING AND WRITING (continued)

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- 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>
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- Martin, C. & Leclerc, J. (2009, Winter). Robust thinking: A must for all students. *Principal Connections* 13(2). Available at <http://www.cpc.on.ca/News/PrincipalConnections/PastIssues/Vol13/Issue2/RobustThinking.pdf>
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- 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
- 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>
- Literacy and Numeracy Secretariat. (2009, October). Some word-learning strategies. In *A world of words: enhancing vocabulary development for English language learners* (Capacity Building Series: Secretariat Special Edition 11) (p. 5). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf
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PRIMARY AND JUNIOR DIVISIONS: READING AND WRITING (continued)**Word consciousness**

- Literacy and Numeracy Secretariat. (2010, October 29). *Precision teaching in the primary classroom: Viewers' guide*. Available at <http://resources.curriculum.org/secretariat/precision/files/PrecisionTeachingGuide.pdf>
- Scott, R.M. [n.d.] "Word Study and Reading Comprehension: Implications for Instruction." Available at <http://www.edu.gov.on.ca/eng/research/mcquinter.pdf>

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- 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>
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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>

LIST OF RESOURCES: MATHEMATICS

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

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

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

PRIMARY AND JUNIOR DIVISIONS: MATHEMATICS

Main resources

Conceptual understanding: Go to

- page 74 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>

Concrete materials: Go to

- pages 19–24 of *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/math.pdf>

Differentiated instruction: Go to

- pages 14–15 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6*. Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>
- Literacy and Numeracy Secretariat. (2008, September). *Capacity Building Series: Secretariat Special Edition 7. Differentiating Mathematics Instruction*. Available at <http://www.edugains.ca/resourcesELL/Monographs/DifferentiatingMathematicsInstruction.pdf>

English language learners: Go to

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

Equal sign: Go to

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

Four-Step Problem-Solving Model: Go to

- pages 36–38 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume 2: Problem solving and communication*

Fractions: Go to

Math GAINS Gap Closing Resources:

- *Module 1: Representing Fractions and*
- *Module 2: Comparing Fractions*. Available at <http://www.edugains.ca/newsite/math2/gapclosing.html>
- The section on fractions in *Critical Learning Instructional Paths Supports (CLIPS) in Mathematics, Grades K to 12, 2012, Version 4.0*. Available at <http://oame.on.ca/CLIPS/>

Graphic organizers: Go to

- Ministry of Education of Ontario. (2004). *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Mathematics, Subject-Specific Examples, Grades 7–9*. Examples of graphic organizers. Available at <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitMath.pdf>

Manipulatives (concrete materials): Go to

- pages 18–28 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume 3: Classroom Resources and Management*

PRIMARY AND JUNIOR DIVISIONS: MATHEMATICS (continued)**Math scales:** Go to

- pages 16–17 of *Understanding Levels of Achievement: Using EQAO Information to Improve Student Learning, 2012*. Available at
- Primary: http://www.eqao.com/pdf_e/12/UnderstandingLevelsAchievement_PrimaryDivision_en.pdf
- Junior: http://www.eqao.com/pdf_e/12/UnderstandingLevelsAchievement_JuniorDivision_en.pdf

Mathematical processes: Go to

- Ministry of Education of Ontario. (n.d.). *Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM): Mathematical Processes*. Available at <http://www.edugains.ca/resources/LearningMaterials/MathProcesses/MathProcessesPackage.pdf>

Mode: Go to

- pages 26–27 and 123–128 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3: Data Management and Probability*

Measurement relationships: Go to

- pages 31–39 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Measurement, Grades 4 to 6*

Problem-solving strategies: Go to

- pages 38–45 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume 2, Problem solving and communication*

Place mat: Go to

- page 76 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume 2: Problem solving and communication*

Universal Design for Learning: Go to

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

Word walls: Go to

- page 78 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume 2: Problem solving and communication*

Written communications: Go to

- pages 72–79 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume 2: Problem solving and communication*

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 to learn about their successful practices, so they can be shared with other schools across the province. Engaging with the education community in this manner has allowed EQAO to learn about strategies being used to support student achievement.

In celebration of this spirit of achievement, EQAO has profiled 10 publicly funded Ontario schools. Each school has been identified in collaboration with its board of education because of the notable improvement in its EQAO results over time, its location in the province and any challenging circumstances it may have been facing. Each school team has shared what EQAO and other data have taught it about its students and the innovative approaches it is using to address areas for improvement. These schools are recognized for their success in improving the literacy and numeracy skills of their students.

Several common themes emerged from 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.

The school profiles on 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 of these school teams and celebrate their exemplary work.

Elmdale Public School

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Student population: 500; Grades: K–6; Principal: Suzie Robertson

Elmdale Public School provides comprehensive and challenging programming for 500 English and Early French Immersion students from kindergarten to Grade 6. In recent years, the most significant changes in the school's stable, affluent residential neighbourhood have been reflected in small influxes of English language learners and a dwindling enrolment in the English cohort.

Today there is much to celebrate at Elmdale. In 2007, however, after careful examination of the EQAO data, the school team discovered that Early French Immersion students were not performing as well as their English counterparts on EQAO assessments. The teachers knew they had more work to do. So, as part of the school improvement plan, Elmdale staff engaged in serious collaborative conversations, examining their teaching practices and exploring strategies to improve student achievement school-wide. In partnership with the board, the school began to take action: aligning staff, pooling resources, setting up literacy rooms, formulating common assessment practices, using common curricular language, holding common planning sessions and encouraging teachers to open up their classrooms to one another. They referred to these initiatives as the “deprivatization” of their classrooms, and an added benefit of this process was the staff's increased confidence operating as a team. In time, aided by strong inspirational leadership, a wealth of timely and topical workshops, access to professional reading resources and extensive teacher moderation training, this focused and tenacious team achieved consistent curriculum delivery across the school. Open, honest and collaborative conversations among colleagues led to a school culture focused on learning for all.

Vice-principal Andrea Williams states: “We have a common focus, same language, same thinking. Now we are focusing on critical thinking across the curriculum with every single teacher involved. Professional development across the district mirrors that message.” By 2010, the school's exceptional educators were purposefully making a good school great. Embedded school-wide use of the Write Traits program served as a springboard for the exploration of Garfield Gini-Newman's high-yield strategies for



Shauna Castle, Suzie Robertson (principal), Andrea Williams

critical thinking. Gini-Newman's strategies aligned well with the school's own improvement plan and provided scaffolding for both teachers and students to evaluate and justify their work in the context of specific criteria.

With the groundwork laid through collaborative planning and teaching in every class, English and Early French Immersion students now share the same rubrics and move seamlessly between the languages. Students now understand questions requiring them to justify, reflect and explain their learning using the “Habits of Mind and Thinking Strategies” protocol. This is achieved through extensive cross-curricular instruction using EQAO anchor charts, levelled work and timely descriptive feedback. These methods help students to organize thinking, set goals, select strategies and employ them before coming to a conclusion or judgment. Communication and accountable talk are encouraged, with critical thinking as the goal. In addition, students are encouraged to perceive teachers

“Using EQAO data has allowed us to start conversations and to be very specific in targeting the areas of need and making the most efficient use of time, when teaching kids, so we make sure all students are moving forward.”

Suzie Robertson, Principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	51%	43%
Male	49%	57%
English language learners	4%	11%
Special education needs	19%	23%
Born outside Canada	10%	16%
Speaks primarily a language other than English at home	6%	11%

as co-constructors in their learning as opposed to transmitters of information. Within this framework of common goals and practices, both staff and students benefit from an atmosphere in which originality, debate and risk-taking are valued and expected outcomes. Indeed, when the board adopted Gini-Newman's model, staff eagerly embraced the challenge, taking full advantage of the support offered.

Data drive instruction at Elmdale. EQAO data, once reviewed by staff and shared with the school council, help identify areas of need and trends over time. It guides conversations about student achievement. Using information from PM Benchmarks, CASI and their French counterparts, as well as other local data, the staff at Elmdale has designed a specific overall plan for the school. Their SMART goals lead to pre- and post-assessments at each phase in the plan, helping focus instruction and assessment practices. Routine use of the Ministry's Achievement Chart has proved a useful strategy in formulating critical thinking questions and determining congruency between the rubrics and curriculum expectations. Principal Suzie Robertson adds: "Using EQAO data has allowed us to start conversations and to be very specific in targeting the areas of need and making the most efficient use of time, when teaching kids, so we make sure all students are moving forward."

The school frequently uses EQAO materials to assist in the creation of student tasks and teaching tools, thereby providing continuity and consistency in assessment practices. Fully engaged and in control of their own learning, students speak a common language and understand the purpose of their work.

Students scrutinize EQAO and other rubrics to make sure they comprehend the criteria for each level of learning. They set personal goals, engage in high-order thinking, peer-edit and respond to timely constructive feedback viewing "next steps" in a positive light. There is an understanding that even at Level 4, one can improve. Citing student engagement as a major key to success, Principal Robertson observes: "They're not just on task, doing their work; they are thinking, contributing, collaborating and creating their own learning."

Mindful that struggling readers are not necessarily struggling thinkers, staff at Elmdale value higher-level input from *all* students. The differentiation of instruction to accommodate specific needs is another important contributor to student success. The In-School Support Team and Students of Concern meetings are two parallel processes in the school that ensure all students' needs are met. Elmdale employs a full integration model for special needs students, with specialists working alongside classroom teachers to differentiate learning and monitor progress. Similarly, school-wide access to assistive technology, frequently with the aid of technically trained volunteers, has become a strong motivational teaching tool for all.

Elmdale is committed to a strong relationship between school and community. It maintains a partnership with parents through curriculum newsletter updates, school council meetings and multiple information nights. Elmdale's "Hopes and Dreams" visioning process, which began the school's journey of learning back in 2007 and included all members of the school community, has no doubt laid a strong foundation for ongoing success.



Elmdale Public School

Gregory Drive Public School

LAMBTON KENT DISTRICT SCHOOL BOARD

Student population: 283; Grades: JK–8; Principal: Lynn Sulman

Gregory Drive Public School in Chatham, which offers a “balanced day schedule,” draws from an urban population, and half of the students are bused. The school’s demographic representation has changed over time; the student population has declined as students from families in local neighbourhoods graduate, and recently, its socio-economic and cultural representation has become more diverse. Gregory Drive has actively welcomed and embraced this diversity and has pursued opportunities to celebrate the cultures represented in the school. Teachers empathize with the challenges faced by their students and differentiate instruction to meet their needs.

Gregory Drive teachers use EQAO data to align instruction and assessment. Each fall, assessment results are unpacked and information is analyzed in great detail. Teachers look at patterns of strengths and weaknesses, and check predictions for student performance. The school improvement plan is then revised accordingly. Learning goals are developed around clustered curriculum objectives. Teachers collaborate to design explicit strategies for specific literacy and numeracy expectations. They develop engaging lessons that are interactive, productive and accountable for student progress.

Gregory Drive staff also access information gathered from the board’s common assessment of reading and mathematics, administered twice a year in Grades 3 and 6, along with DRA. These data are used to identify individual needs and classify groups of students for focused support. Principal Lynn Sulman states: “By addressing the data that is provided by EQAO and the board, we select those strategies that were successful, discard those that were not and narrow our focus even more to target and provide support. Collaboration around the table allows us to put a face to a name, and allows all teachers to have input on possible strategies. The data for those students who were targeted is tracked through their final results.”

EQAO results indicated a need for focus on multi-step problems in mathematics. To address this, the board has initiated a practice of delivering curriculum expectations using three-part mathematics questions. Teachers at Gregory Drive find this practice to be valuable and effective in several ways. Each student’s progress and needs are recorded and specific strategies are implemented. Teachers collaboratively develop relevant and challenging open-response questions to illustrate the “big idea” they wish students to understand. Students are engaged and have input into the success criteria. A variety of resources are used and may be grouped for individual needs. Teachers facilitate exploration, and the results are shared to consolidate learning.



Suzanne St. Germain, Tracey Secord-Spence, Markus Schoger, Lynn Sulman (principal), Sue Cummings

The board provides a framework for initial reading and writing assessments. Specific writing forms are assigned. An example from the writing continuum is a “cold piece,” assigned without prior teaching. This piece is used to zero in on a student’s specific needs. Using the cold piece, staff and students work to construct the learning goals and success criteria. Students receive effective written feedback and clearly delineated next steps in a “Glow, Grow and Go” statement. This statement gives them something to celebrate, something to work on in future assignments and something to do immediately. Students keep their work in a writing portfolio that travels with them throughout the grades.

The staff at Gregory Drive uses high-yield strategies and consistency in language and practice. Teachers model using levelled questions, clearly articulating expectations. Children learn at an early age about success criteria, learning goals and anchor charts. Lessons are designed to break down learning into accessible chunks, and students are given effective feedback to improve the level of their work.

Teachers recognize multiple intelligences and plan across the curriculum based on individual strengths. Students with special needs are given accommodations throughout the year. The staff embraces technology and has increased student engagement with the extensive use of Smart Boards. Pupils are given the skills to critically review their own work and are encouraged to be accountable. Student-led conferences include self, peer and teacher assessment.

“By addressing the data that is provided by EQAO and the board, we select those strategies that were successful, discard those that were not and narrow our focus even more to target and provide support. Collaboration around the table allows us to put a face to a name, and allows all teachers to have input on possible strategies. The data for those students who were targeted is tracked through their final results.”

Lynn Sulman, Principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	40%	54%
Male	60%	46%
English language learners	0%	0%
Special education needs	32%	29%
Born outside Canada	8%	4%
Speaks primarily a language other than English at home	4%	0%

Gregory Drive is supported by a strong parent voice. Parents feel comfortable and needed at the school. They volunteer in classrooms, with teams and for special events. They support fundraising and the school council. Newsletters, curriculum-focused bulletin boards and daily planners keep them informed. Parents support their child’s academics at home through reading programs and by reviewing the daily planner. Principal Lynn Sulman adds: “The data that has been provided by EQAO has allowed us to be much more prescriptive in what we do. It has helped us to make the instructional and assessment process more transparent. Through timely and accurate communication of the data and the next steps, we encourage parents to assist their children by acting on the recommendations.”

The caring and safe learning environment that promotes student success at Gregory Drive has been instrumental in the achievement of its students. Children are recognized for their academic, athletic, learning and social skills. Students’ work is acknowledged both for meeting expectations and for demonstrating how to reach the next level. The board’s pillars of literacy, numeracy and character development strongly support the students’ learning experiences.

Gregory Drive has a strong reputation for excellence. Students are nurtured by a dedicated and collaborative staff, which reflects on practice and ensures consistent instructional and assessment strategies are implemented to meet individual student needs.



Gregory Drive Public School

Hillmount Public School

TORONTO DISTRICT SCHOOL BOARD

Student population: 313; Grades: JK–6; Principal: Sandra Bauer

Hillmount Public School in North York, Toronto, serves 313 students from junior kindergarten to Grade 6. Over the past four years, the school has seen an increase in enrolment, and continued growth is expected. It has a large number of English language learners, with students from rural China making up 70% of its student population. Altogether, the students speak 22 different languages at home, and many enter school speaking no English. The school staff is also very diverse. Principal Sandra Bauer states: “We have a phenomenal teaching staff that represents the community and uses their knowledge and expertise to assist students and parents whenever necessary.” In addition to a diverse student and teacher population, the school has a large number of students with special education needs.

Teachers and support staff set high academic standards for their students, and the parent community values education. Because of the strong partnership between home and school, the students come to school prepared to learn, which gives the teachers more time to focus on the curriculum. There is ongoing communication with the parents and, when necessary, the school draws upon the translation skills of its staff and outside interpreters. Phone calls, classroom and school newsletters, and the school Web site are used to share information and to notify parents about upcoming events.

The school team reviews both the over-time EQAO data and the most recent EQAO results to determine the areas of strength and those needing improvement. The teachers believe the assessment reflects the curriculum expectations, so they use the results to determine next steps. They disaggregate the data by areas of need and measure the results with the Cohort Tracking Report. Classroom teachers meet with their grade partners, and in divisions, to examine the EQAO data as well as the school and board data, including information from report cards, CASI and DRA. All staff members believe that early intervention is the key to success, so shortly after school starts in September, diagnostic tests are administered. The tests reveal which students require assistance and help the teachers to collaborate on developing strategies to meet the varying needs of their students. The teachers focus on the whole student, not just on their academic performance, because they believe that every student can learn “but not necessarily on the same day or in the same way.”

Cultivating success is important to the staff at Hillmount, and there is an emphasis on moving students forward. Progress is tracked throughout the year and parents are notified if their child needs more assistance. To determine how each student learns, teachers administer learning-style checklists, which



Marlie Délicieux, Sandra Bauer (principal), Sidney McKay

enable them to use a student’s particular strengths to engage him or her. The teachers include a strong arts focus in their daily instruction, and cross-curricular activities are used to explain concepts; for example, a dance class may be used to help students understand patterning. Teachers integrate literacy and numeracy with science and social studies and encourage the use of manipulatives and technology, such as Smart Boards and computers through the Mac Laptop Initiative, to create lessons that appeal to all students. Principal Bauer states: “The arts engage the body, mind and soul in celebrating the joy of life. All students have an opportunity to find their niche and excel whether it is academic or arts.”

In their professional learning communities, the teachers focus on literacy, numeracy, higher-order thinking skills and differentiated instruction. They use their Teaching-Learning Critical Pathway meetings to discuss how to differentiate instruction and create specific strategies for the gifted, special education and regular programs. Teachers develop exemplars by using moderated marking and samples of work across the grades and divisions. The quality of dialogue among the staff members continually improves as teachers share ideas and strategies.

When analyzing the EQAO Student Questionnaires, the teachers realized that a significant number of children were not being read to at home. The staff then implemented a program in which book bags would be given to students from kindergarten to Grade 3 every night. To help parents assist their children, the school provided instructions and concrete examples, held information sessions and made presentations. Marlie Délicieux, an arts teacher, states: “The teachers believe that they are role models for the students and parents. They use their expertise to

“We are a small school with a big heart. We are warm and welcoming and the many new Canadian families that join our school community appreciate this. Our teachers are extremely passionate and skilled and use the EQAO data to guide their instructional practice. They understand what is expected of students from JK to Grade 6 and work together to create a positive environment that focuses on high-quality student achievement.”

Sandra Bauer, Principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	48%	48%
Male	52%	52%
English language learners	6%	9%
Special education needs	15%	20%
Born outside Canada	30%	48%
Speaks primarily a language other than English at home	94%	83%

move students forward and are passionate in their belief that all students can learn with the appropriate supports in place.”

“Our principal, Sandra Bauer, reminds us that building a rapport with students is crucial to their success,” states teacher Sidney McKay. “Teachers at Hillmount challenge the students to monitor their own learning and are always available to assist students. The students respond to the positive culture and to their teachers’ enthusiasm and work hard to meet their expectations. Teachers realize that not everything they do will be successful, but they keep trying, using different hooks to engage their students. We are fortunate to have the support of our principal, who has set very high goals for everyone and truly believes that

our focus must be on the whole child, with the arts and daily physical activities integrated into the curriculum.”

Principal Bauer is very proud of her staff members and the work they do to ensure all students have the opportunity to achieve success. She states: “We are a small school with a big heart. We are warm and welcoming and the many new Canadian families that join our school community appreciate this. Our teachers are extremely passionate and skilled and use the EQAO data to guide their instructional practice. They understand what is expected of students from JK to Grade 6 and work together to create a positive environment that focuses on high-quality student achievement.”



Hillmount Public School

Pape Avenue Junior Public School

TORONTO DISTRICT SCHOOL BOARD

Student population: 300; Grades: JK–6; Principal: Mary Patrick

Pape Avenue Junior Public School serves a diverse population of 300 students in junior kindergarten–Grade 6. It has experienced a slight shift in demographics but continues to serve many students who speak Mandarin and Cantonese. The school was chosen to pilot the full-day kindergarten program based on community needs and because it already had an excellent childcare facility on site. The school also hosts an Early Years Parenting Centre that provides many resources that help parents learn from one another. As a result of its welcoming atmosphere, mothers, fathers, grandparents and caregivers visit the centre daily.

The teachers set high academic standards for their students with the support of the parent community. The teachers work hard to gain the parents' trust, and the school council works with the school to communicate information and engage parents. This year, every classroom teacher has developed a Web site so parents can access classroom news, homework assignments and information about planned events and trips. To respect the culture of the parents and students, print materials are also posted throughout the school in the languages spoken in the school community. As a result of these initiatives, parents are more engaged in the activities of the school and volunteer to assist with such programs as Scientists in the School and class trips. These trips are important because they support the curriculum and engage the students. Skills such as making connections, especially text to world, are learned as students are exposed to such places as the Royal Ontario Museum and the Ontario Science Centre.

In order to engage parents and encourage communication, Pape Avenue initiated a program in kindergarten called "Welcome Wednesdays." Once a month, parents, grandparents and caregivers are invited into the classroom to participate in reading, writing, mathematics or art activities with their children. This program is successful, with almost 100% attendance. Even though many of the parents do not speak English, they



Penny Tatsiopoulos, Lynette Archer, Mary Patrick (principal), Kim Johanssen, Krista Vale

look forward to this event and would like to see the program extended to the other divisions. Establishing parent partnerships in kindergarten has encouraged engagement in and support for the school and its programs.

The school improvement team reviews the over-time EQAO data to examine the trends and identify areas of strength and areas for improvement. To develop the school improvement plan, teachers examined the Item Information Reports and identified a need for skill building in the areas of making connections, drawing inferences and answering open-ended questions. School and board data, such as those from DRA, PM Benchmarks, CASI and Running Records, are also used to determine next steps. Teachers believe that data provide the evidence to plan the pathway to change instructional practice. Teaching-Learning Critical Pathways meetings are planned around the identified needs. Teachers meet in their divisions or with their grade partners to examine the data and develop strategies that will refine their daily practice. Teachers access the EQAO exemplars to help them understand the levels of

"We are a positive and committed staff who willingly introduce and refine practices bringing our individual strengths and expertise to the table. The EQAO data guides our decision making and teachers constantly reflect on how best to use the data to set goals and develop strategies to move our students forward.

They are continually reflecting on what they have accomplished and what still needs to be done."

Mary Patrick, Principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	42%	44%
Male	58%	56%
English language learners	0%	4%
Special education needs	25%	33%
Born outside Canada	4%	26%
Speaks primarily a language other than English at home	38%	59%

achievement and use moderated marking to create their own. Using success criteria with the students has also proven successful. Penny Tatsiopoulos, Grade 2 and 3 teacher, states: “We set high expectations for our students. They recognize and understand what the expectations are for each level and effectively use descriptive feedback

to articulate why the sample is at a particular level. The students take pride in their work and strive to meet our expectations.”

Teachers track students throughout the year using data walls and Running Records to ensure progress.

The teachers at Pape Avenue also believe that children learn through the arts. A strong arts focus is included in their daily instruction to support the curriculum. Cross-curricular activities give students a chance to understand concepts using a variety of teaching and learning strategies and provide opportunities for everyone to experience success.

Another whole-school initiative at Pape Avenue is “Accountable Talk.” All teachers participate in professional development

activities where the dialogue centres on what is acceptable talk and developing criteria that will allow all to have the same expectations of students. Teachers encourage students to be critical thinkers and are proud that the students are confident expressing ideas and opinions and can advocate for themselves when necessary. Students are not afraid to ask “why” or “why not” to better understand the bigger picture.

Teachers use the EQAO Cohort Tracking Report to monitor the success of strategies that are being implemented. They believe that the EQAO assessments reflect the curriculum and are a culminating whole-school effort. Teachers meet, formally and informally, to share what works and what changes may be necessary to move students forward. Penny Tatsiopoulos states: “Our teachers are very open to change and are constantly reflecting on their practice, making changes when necessary so students have every opportunity to achieve success.”

The administration and staff at Pape Avenue have worked hard to engage the parents and students in the activities of the school. They share the belief that all students can achieve success with the appropriate supports. Principal Mary Patrick states: “We are a positive and committed staff who willingly introduce and refine practices bringing our individual strengths and expertise to the table. The EQAO data guides our decision making and teachers constantly reflect on how best to use the data to set goals and develop strategies to move our students forward. They are continually reflecting on what they have accomplished and what still needs to be done.”



Pape Avenue Junior Public School

St. Andrew Catholic School

SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

Student population: 125; Grades: JK–6; Principal: Carmela Pitman

Taking into account its character as a small school, St. Andrew has created a positive and inclusive culture of learning in a largely stable, English-speaking community. Of the 125 students, from junior kindergarten to Grade 6, most are bused from outlying areas. In partnership with the board, this exceptional school is constantly striving to enhance and intensify the special education programming required by 15% of its population. In recent years, a preponderance of males at the primary level occasioned the recruitment of more male teachers and an investment in boy-friendly reading materials and resources. Since a disproportionate number of these boys were struggling with the curriculum, an itinerant resource teacher was secured to assist teachers in identifying and supporting these students' individual needs. Other demographic changes in this region, including new housing complexes, underline its economic and changing mobility patterns. Cognizant of the many needs of its community, St. Andrew has a history of assisting families by providing warm winter clothing, organizing snack programs and food drives, and introducing parents to supportive community agencies, which demonstrates that this school values parental engagement as a vehicle for student success.

In fact, for some time now, St. Andrew has been building and perfecting a multi-layered communication approach with parents at both the classroom and school levels. From PowerPoint presentations of EQAO and DRA data at school council meetings, to newsletters, calendars, agendas, letters and review sheets delineating curriculum expectations, to telephone calls and individual conferences, the lines of communication are always open. For example, the school council and staff collaborate on highly popular and successful math evenings at which teachers work through the math curriculum with parents and their children, demystifying mathematics learning and providing support packages for parents to use at home with their children. Given the school's open-door policy and the constant informal collaboration that its small-school status allows, it is little wonder that students at St. Andrew are excelling in EQAO assessments.

Mindful that identifying student challenges and formulating appropriate action plans on a school-wide basis is key to St. Andrew's success, Principal Carmela Pitman clarifies the process by presenting her staff with EQAO data using PowerPoint presentations complete with bar graphs to illustrate areas of need and trends over time. With the visuals as reference points, she then leads the staff through the Teacher-Learning Critical Pathways process, gathering, analyzing and incorporating the data into specific, focused school goals that complement board initiatives. Teachers are then directed to review and



Lesia Sawkiw, Carmela Pitman (principal), Marilyn Onucky-Vergeva

highlight particular areas of concern on the EQAO Item Information Report. Thereafter, the principal encapsulates all of this information into easily accessible packages, allowing teachers to use their students' data and relate it to EQAO resources and previous assessments. From there, teachers collectively consolidate their data and program to strengthen specific student skills. Principal Pitman states: "Data is used to inform classroom instruction and to know the student. Data is reviewed on an ongoing basis and is part of our daily life at school. It allows us to identify the trends throughout our school and helps us focus on various points in the curriculum. But, most importantly, data allows us to put a plan in place and shows us how to action it for improved student achievement."

Viewing data use as a school-wide process, staff members are amassing a substantial repository of large-scale assessments and in-school data that, together with EQAO materials, has helped produce a focused plan of action. Kindergarten teachers, for example, are able to monitor student progress closely by using the Web Based Teaching Tool, an early screening and intervention instrument, to establish a solid curriculum base, scaffolding student learning using terminology from EQAO and the

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	30%	47%
Male	70%	53%
English language learners	0%	0%
Special education needs	20%	7%
Born outside Canada	10%	0%
Speaks primarily a language other than English at home	0%	0%

“Data is used to inform classroom instruction and to know the student. Data is reviewed on an ongoing basis and is part of our daily life at school. It allows us to identify the trends throughout our school and helps us focus on various points in the curriculum. But, most importantly, data allows us to put a plan in place and shows us how to action it for improved student achievement.”

Carmela Pitman, Principal

curriculum. Likewise, individual classroom tracking boards, which use current DRA data and Running Records to highlight students who are struggling with the curriculum, enable teachers to stay well informed about their students and to focus on skill-based collaborative planning sessions. Highly professional, these dedicated teachers challenge their students to strive for excellence. Using rubrics, anchor charts and exemplars, they establish success criteria and adapt EQAO questioning and assessment techniques to individual student needs.

Principal Pitman adds: “The principal and teachers really need to communicate on a regular basis when a student is struggling. Improved student achievement is about the principal asking how she can support the teacher; it’s about the principal knowing the curriculum and making sure the teachers are able to deliver it.” Guided by a well-informed, reflective, hands-on leader who “takes the time to develop a rapport with every student,” staff share concerns, develop Individual Education Plans and act on

them in a timely manner. Frequent, informal conversations are useful in bringing flexibility and immediacy to behavioural and academic concerns. Virtue assemblies and moral dialogues engender a positive communal spirit that is borne out in qualitative climate survey data, which indicate that staff and students enjoy a trusting and respectful relationship as “collaborative contributors” to the school environment.

Further factors in the many successes at St. Andrew stem from integrative board initiatives such as providing rich reading resources, maximizing class time with large literacy and numeracy blocks, placing resource personnel in the school and integrating assistive technology into daily classroom routines, which benefits students with special needs. Excellent professional development, release time for discussion and strategy setting, and direct intervention with any student in need have all contributed immeasurably to academic equity and excellence in this school.



St. Andrew Catholic School

St. Columban Catholic School

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Student population: 160; Grades: 3–8; Principal: Heather Marcy

St. Columban Catholic School shares Principal Heather Marcy and several staff members with its early-years counterpart, St. Patrick. Most of the students in the rural Ontario community are bused.

St. Columban's focus within the board improvement plan emerges from a review of student EQAO data. The school also uses data from report cards, DRA and diagnostic mathematics assessments as well as teacher observations. The staff has team meetings to identify and plan for students at risk. Staff members use EQAO and school data as a guide throughout the year. In May, they meet to reflect and to discuss next steps. The current school improvement plan focuses on the following: reading for meaning, the correlation between student engagement and the school climate and problem-solving in mathematics.

To address the plan's mathematics focus, St. Columban is working with several other schools on a Collaborative Inquiry for Learning in Mathematics (CIL-M) in communication and problem solving. Teachers have multiple opportunities to meet and develop high-yield strategies, co-plan and co-teach. They have focused conversations based on observations and student achievement leading to the next steps. Student engagement is promoted through special events such as having two schools come together to solve mathematical problems. The principals are heavily involved in the CIL model. They are knowledgeable about classroom activities and have meaningful conversations with their teachers about mathematics. They attend and contribute during meetings, supporting the teachers' efforts and enthusiasm.

Using a collaborative literacy inquiry model, students learn the characteristics of fiction and non-fiction. Teachers use the Leaps and Bounds program to close the gaps for at-risk children. The strategies that help Level 2 students reach Level 3 can help all students improve. In addition, the Grade 3 teacher collaborates and discusses curriculum needs with the early-years teachers at St. Patrick's.

Principal Heather Marcy states: "The staff of St. Columban have been instrumental to our success over time. They genuinely care about the students, and they want to move every child forward. They are engaged and active. They work well together on the collaborative inquiry. At St. Columban, we know that the EQAO is not only a Grade 3, 6 and 9 event. It is a primary, junior and intermediate event. We know that improvement does not happen overnight, so we choose one thing to be our focus."



Mary Jo Drager, Tracy Klaver, Heather Marcy (principal), Deb McCarthy, Vince Trocci

Criteria for success are displayed on classroom walls; students know and understand the language and can articulate the learning process in other areas. The students' integration of this learning came home to teachers when, as part of the focus on school climate, the students were asked to set up rules to play soccer fairly. The students responded that if playing soccer fairly was the "learning goal," they would list the "success criteria."

St. Columban stresses the values of a Catholic community: respect, caring, responsibility, trust and a sense of community. Parents, grandparents and local businesses support St. Columban in many ways. The parents are knowledgeable and involved in their children's education.

Cathy Rops, a parent, states: "We need to let our children know that their education is important to us. The most effective way to do that is to show them by being informed. Read and be attentive to the school and classroom newsletter."

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	32%	56%
Male	68%	44%
English language learners	0%	0%
Special education needs	11%	15%
Born outside Canada	0%	4%
Speaks primarily a language other than English at home	0%	0%

“The staff of St. Columban have been instrumental to our success over time. They genuinely care about the students, and they want to move every child forward. They are engaged and active. They work well together on the collaborative inquiry. At St. Columban, we know that the EQAO is not only a Grade 3, 6 and 9 event. It is a primary, junior and intermediate event. We know that improvement does not happen overnight, so we choose one thing to be our focus.”

Heather Marcy, Principal

Do the activities that are suggested to support learning at home with your children. Make reading a regular part of the day and make it intimate with your child so that the snuggle-up time is enjoyable for both of you.”

The use of technology is a key strategy at both St. Columban and St. Patrick, where staff, students and parents are able to collaborate and communicate with one another and throughout the board. For example, through e-Learning Ontario, teachers are being trained on the use of social media. St. Columban has a “moodle,” a secure Web page that allows teachers, parents and students to communicate. The school newsletter and calendar are online. Teachers also use technology when searching for resources to help deliver the curriculum.

Tracy Klaver, a teacher, states: “The EQAO Web site has helped me as a teacher. I access it to help prepare my students. I often

go through the exemplars from past assessments with the students to help them understand how they can move from Level 2 to 3, and from Level 3 to 4. It has been a very valuable resource.”

Many factors have contributed to St. Columban’s success over time. The teachers focus on high-yield strategies to promote student achievement based on individual needs. They use an analysis of EQAO data along with school-level information to develop their goals. Teachers employ collaborative inquiry to implement the curriculum, using observation and internal data when reflecting on their students’ progress. The teachers are comfortable using technology for communication, collaboration and information. Parents and the community support the school by volunteering, fundraising and playing an active role in the education of their children. Faith-based values are a strong part of the St. Columban school climate.



St. Columban Catholic School

St. Emily Catholic School

OTTAWA CATHOLIC DISTRICT SCHOOL BOARD

Student population: 620; Grades: JK–6; Principal: Micheline Harvey

Since its opening in 2006, St. Emily has maintained a positive, respectful and caring culture for 620 students in its rapidly growing suburban community. The school's inclusionary policies have allowed for the seamless integration of recent new Canadians and students with special education needs into the school's general population. Known for its strong curricular emphasis and use of EQAO data, the board has supported St. Emily's success in providing school-wide differentiated instruction by offering its expertise when requested. Further, recognizing assistive technology as a powerful instructional tool, the board provides teachers with professional development and specific training in various technologies and digital media.

To build on these supports, the school, in partnership with a highly engaged school council, initially directed assistive technology exclusively to students with special education needs. Students with autism began employing iPads to great advantage and those with learning disabilities were highly engaged in independent learning using laptops. Since then, the immense popularity of assistive technology has widened its use and underlined its value as a highly motivational teaching device for all students. Qualified staff members now provide ongoing technical training and support for their colleagues, who in turn assist their students. This level of capacity-building is typical throughout the school. For example, when four Smart Boards were purchased, teachers were asked to submit proposals to the principal explaining how they would use the device to promote student learning. In the ensuing months, enthusiasm grew as teachers observed their colleagues using the boards effectively, and the latter offered to share the equipment and their expertise. Now every classroom has a Smart Board, and the teachers, trained to use the boards effectively, report strong evidence of increased student learning.

With improved student learning as the goal, data use at St. Emily is always focused and purposeful. Not satisfied with generalities, the administration team probes EQAO data deeply to identify trends and patterns, verify strengths and focus on specific

“You have to believe that data is crucial in bringing kids along. You’ve got to use the data to decide what your school needs to get better. Make curriculum your focus.”

Micheline Harvey, Principal



Sarah-Jane Eady, Elaine Phinney, Micheline Harvey (principal), Charlene Knight

questions that are problematic for students. Having confirmed areas of need, they blend EQAO and other data such as those from PM Benchmarks and CASI, as well as teachers' anecdotal notes and board results, before analyzing the data and displaying their findings in the Data Room. Subsequently, the school improvement plan team studies the combined data and presents it to staff as a school-wide venture requiring intense collaboration in grade-level and divisional teams. Confident that teachers will buy into the plan if they are part of the process, Principal Micheline Harvey involves the entire staff in its shaping. Principal Harvey says: “Be very involved. You have to believe that data is crucial in bringing kids along. You’ve got to use the data to decide what your school needs to get better. Make curriculum your focus.”

Four years ago for instance, Principal Harvey's suggestion that teachers take learning walks through one another's classrooms was met with surprise. Yet after viewing classrooms, recording positive observations on Post-it Notes, returning to the Data Room and matching their entries to indicators on the School Effectiveness Framework, many applauded the experience as exceptional professional development. Guided by EQAO and other data, the school improvement plan's focus on professional development has been inspirational. Principal Harvey observes: “Whatever we focus on becomes our learning for that year. A school doesn't become successful through complacency.” Now entirely comfortable with this process, teachers appreciate how this visual presentation of student achievement data facilitates specific targeted instruction. Similarly, when used in conjunction with all accumulated data, it aids in the reflective evaluation of initiatives from the previous year and acts as a blueprint for developing the current school improvement plan.

Ever on the path of improvement, St. Emily staff views the school improvement plan as a working document and adheres to it faithfully when determining the direction of its professional development. In the initial stages, professional development centred on teacher moderation with collaborative planning as a key strategy. Later, when data and current research on higher-order thinking exposed a need to ask students more thought-provoking questions, teachers found value in literacy models such as the Question Answer Response, the Restate Opinion Proof Evidence Summary and the board's Math Enquiry strategies. Aided by direct, explicit teaching and rising to the challenge of heightened expectations, students soon became comfortable and confident using the language of the curriculum while applying critical-thinking strategies. Because EQAO data showed that these measures were working, the school adopted prescriptive feedback and performance walls as strategic initiatives for this year. Building on previous learning patterns and benefiting from specific and timely feedback from teacher-led conferences, students clearly understand the process and are now skilfully engaged in "bumping up" the levels of their work by

referring to co-created success criteria posted on performance walls in every classroom.

Use of evidence in the decision-making process has recently been expanded to include video recordings of students engaged in evaluating their own work. These recordings show students demonstrating their understanding of how to improve their learning in a safe and caring environment. Strongly supported by a board that perceives principals and teachers as curriculum leaders while recognizing the important role of parents, St. Emily Catholic School exerts a profound and positive influence on its entire school community.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	56%	57%
Male	44%	43%
English language learners	12%	17%
Special education needs	17%	8%
Born outside Canada	4%	18%
Speaks primarily a language other than English at home	8%	14%



St. Emily Catholic School

St. Mary Catholic Elementary School

WELLINGTON CATHOLIC DISTRICT SCHOOL BOARD

Student population: 305; Grades: K–8; Principal: Andrew Finoro

St. Mary Catholic Elementary School serves 305 students from kindergarten to Grade 8 in the village of Elora. Thirty percent of the school's students are bused, with many spending up to an hour each way. The demographics of the school have remained constant over the past five years, and the majority of students who enrol in kindergarten remain at St. Mary until the end of Grade 8. The staff set high expectations for both the students and themselves as they create a positive school culture.

Dedication to excellence and respect for others are the two guiding principles at St. Mary. Positive behaviour, service to others and academic success are celebrated, and students work hard to have their names posted on the Student Success Board. The school has recently created two additional forms of recognition, the Good Samaritan and the Good Helper awards, so that all students have the opportunity to be recognized. Teachers believe in a holistic approach to teaching and feel they must meet the needs of the whole child. They value the students' participation in various charities and extracurricular activities and consider these pursuits an important part of student development.

There is a strong connection between home and school at St. Mary, and there is an active parent council that initiates many programs. The school council works hard to engage the parents and plans many events that involve not only the school but also the wider community. The council hosts annual events that parents look forward to and volunteer for. The staff is welcoming, and many parents regularly schedule time to work in the



Ben Hayne-Sert, Heidi Schumacher, Andrew Finoro (principal), Denise Davy, Deb Watters, Carla Hodgkiss

classrooms or wherever an extra pair of hands are needed. Volunteers are also trained to assist teachers in the Strong Start program for kindergarten and Grade 1 students. This program is designed to help students improve their reading and comprehension skills as the volunteers read with the students one on one or in small groups.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	72%	38%
Male	28%	62%
English language learners	0%	0%
Special education needs	6%	3%
Born outside Canada	9%	0%
Speaks primarily a language other than English at home	0%	0%

Each year, the school team reviews the EQAO data over time to examine the most recent trends and to identify areas of strength and those in need of improvement. Teachers discuss specific questions, analyze patterns and decide on the focus for each division. They also examine school and board data as well as the Item Information Reports to determine next steps. To better understand how students' perceptions are connected to their learning, the teachers pay close attention to the EQAO Student Questionnaire Data. Class reviews are completed early in the year and, through teacher observation, the students who require further assistance are identified so that they can receive support.

The teachers and administration believe that early intervention is the key to the success of their students. They use school board assessments in language and math in the primary and junior divisions to create a variety of diagnostic tests and to gather data. The data are shared among all teachers because they believe the data can drive instruction and prompt changes to instructional practice that benefit all students. Carla Hodgkiss, a Grade 3 teacher, states: "We work as a team and share our results and ideas and develop strategies to ensure continuous progress is made by our students. Instructional practices are refined and differentiated where needed." The teachers use programs such as Strong Start, Corrective Reading and Tutors in the Classroom, so they can track students' progress and provide immediate and appropriate assistance when necessary. They also use the EQAO Cohort Tracking Report to monitor the students' progress, and the results are shared with the intermediate teachers.

The teachers participate in professional development provided by the board after school and in the summer. Teachers share the information learned at these sessions with all the staff in their Teaching-Learning Critical Pathways meetings throughout the

“Our focus and the direction we take are always based on what is best for our students. Our success is due to the exemplary staff that is not afraid to think outside the box or articulate ideas. The teachers are very innovative and willingly take risks. They believe that all students can achieve, and they set high standards for themselves and their students.”

Andrew Finoro, Principal

year. They work as a team to develop strategies and to implement new ideas into their daily practice, as they believe that literacy is a lifelong skill needed to achieve success. Many board professional development activities are also organized, and release time is provided for the teachers. The board has also grouped schools together according to their scores from EQAO and various other assessments as well as regular teacher observations to determine a collective focus for literacy and numeracy. As a result, teachers from similar school communities meet to share strategies and resources to benefit their students. One of the strategies developed from this collaboration is the K–8 Writing Continuum, which has proven to be effective in improving student writing skills.

Teachers also have access to EQAO’s new *Understanding Levels of Achievement: Using EQAO Information to Improve Student Learning* to guide their progress. The teachers believe that EQAO testing reflects the curriculum, and they use the data to refine their practice. EQAO testing is not viewed as an event but as a review

of the skills mastered throughout the years. Deb Watters, junior kindergarten–Grade 3 Program Coordinator, states: “We do not need to teach to the test, as it reflects the curriculum that teachers teach every day. It gives the students the opportunity to demonstrate the skills they have learned. It is a culminating whole school effort and I see this demonstrated at St. Mary, where the teachers believe the EQAO testing is a celebration of learning and the students strive to do their best.”

The teachers at St. Mary are a cohesive, committed, hard-working team that views school improvement as a shared responsibility. Principal Andrew Finoro states: “Our focus and the direction we take are always based on what is best for our students. Our success is due to the exemplary staff that is not afraid to think outside the box or articulate ideas. The teachers are very innovative and willingly take risks. They believe that all students can achieve, and they set high standards for themselves and their students.”



St. Mary Catholic Elementary School

St. Michael Catholic Elementary School

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

Student population: 400; Grades: JK–8; Principal: Brian Palujanskas

St. Michael Catholic Elementary School is a junior kindergarten to Grade 8 school in a beautiful region of Niagara-on-the-Lake. It is home to 400 students and has a small population of English language learners. It has a low mobility rate, and most of its graduates move on having attended only St. Michael. There is a YMCA before- and after-school program, a half-day Ontario Early Years Centre, a full-time kindergarten and a full-day, alternate-day junior kindergarten housed in the school. There is also an active school council that highly values education and works closely with the principal to stay informed. Parents give generously of their time. They volunteer in the classrooms, chaperone on trips and fund school initiatives. A case in point is the Bag-a-Book program, which was organized and supported by the parents to encourage reading throughout the school. St. Michael scores above the board and provincial averages in all areas on EQAO assessments.

The assessments are an important part of the planning and teaching process at St. Michael. Each September, the staff studies the detailed school results thoroughly. The entire staff is split into multi-divisional groups, and each group examines a section of the report and then shares its observations with the others. The conclusions drawn from this exercise become the basis of SMART goals, which, when set, become the focus for planning and teaching to improve student achievement in specific areas. Application and problem solving in mathematics were areas of concern. With the implementation of new strategies, however, application showed immediate improvement. When problem solving did not yield satisfactory results, it was referred to the School Improvement Team and ultimately to a board initiative called Collaborative Inquiry for Learning in Mathematics. The entire staff used a vehicle called I-Charts to compartmentalize each level of problem solving across the grades. Teachers of each grade became aware of the position of their class in the skill progression and of what preceded and followed their grade level. They also became aware of the appropriate vocabulary to be used in problem solving, and all teachers now communicate with the same terminology and follow the same progression of



Mike Reich, Lisa Billard, Brian Palujanskas (principal)

skills. Principal Brian Palujanskas states: “When you talk about successful schools you must talk about leadership at the board level. We appreciate that our Director of Education is open, visible and active in facilitating growth opportunities and change.”

At St. Michael School, assessment drives instruction, and the school makes good use of the Board Data Warehouse. All divisions administer their assessments in October and May (PM Benchmarks and the Observation Survey for primary and the DRA for junior and intermediate). The teachers then score the assessments and input their results. The principal reads the summative report and presents the findings to the staff, and together instructional adjustments are decided upon and instituted.

“When you talk about successful schools you must talk about leadership at the board level. We appreciate that our Director of Education is open, visible and active in facilitating growth opportunities and change.”

Brian Palujanskas, Principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	64%	62%
Male	36%	38%
English language learners	0%	0%
Special education needs	6%	10%
Born outside Canada	13%	10%
Speaks primarily a language other than English at home	9%	5%

What is surfacing is a model for success that is evident in the way this school does business. All staff members are involved in all activities; all staff members have a voice in the development of a meaningful and effective education continuum for their students—from junior kindergarten to Grade 8. This is evident in the moderated marking initiative at the school. A Grade 4 story was taken from the exemplars and the questions were adjusted to challenge each grade level appropriately. Each teacher scored the assessment and assigned a level from 1 to 4 to each student and then presented the results to his or her peers. The ensuing discussion of what constituted a certain level at a certain grade was at once enlightening, perplexing and often heated, but it was important professional development that unified an understanding of program and scoring across the grades, much to the benefit of the students.

St. Michael School is a good place to be, and outstanding attendance records show that students want to be there every day. Great pains are being taken to address the quality of education being offered, but the school provides for all the needs of the child. A strong connection with the local parish solidifies the partnership of school, parents and church. Since all children are bused to school, there are many activities to complement academics. Lego robotics, chess, Scrabble, Math Olympics, Gauss Math, Science Fair and Heritage Fair, and intramural and competitive sports are available to pupils. A program called PALS

“It’s all about staff. When you empower staff you are ultimately empowering the students and guaranteeing their success.”

Brian Palujanskas, Principal

sees Grade 6 and 7 students receive training from the health department and then act as organizers and leaders of student activities in Grades 1–5.

Technology is important at St. Michael School. The Grade 8 classroom has pilot tested iPads. Teachers have LCD projectors, and there is a movement to use white boards and interactive projective systems. The staff is enthusiastic about new technology and is eager for training in this area.

Finally, it is important to comment on the culture and climate of the school. It has a relaxed and positive atmosphere where the students feel comfortable, and their academic success is a product of a cohesive staff that works together for a common purpose. Principal Brian Palujanskas adds: “It’s all about staff. When you empower staff you are ultimately empowering the students and guaranteeing their success.”



St. Michael Catholic School

Tottenham Public School

SIMCOE COUNTY DISTRICT SCHOOL BOARD

Student population: 325; Grades: JK–8; Principal: Evelyn Alban

Tottenham Public School in the village of Tottenham serves 325 students from junior kindergarten to Grade 8, with the majority of students walking to school. The school population has remained stable, with the parents of many students working in Toronto or employed at Honda Manufacturing in nearby Alliston or at other local automotive companies.

During the past five years, the school team has promoted a positive learning environment by focusing on student success and encouraging parents to become more involved in the activities of the school. The school council is active and uses every opportunity to encourage school participation in local community events.

The EQAO results and other information are important to the development of the school improvement plan. To identify the school's strengths and areas for improvement, the school team analyzes the EQAO data over time in conjunction with classroom, board and School Effectiveness Framework data. Using the Item Information Reports, the staff members determine how the students scored on specific questions. They review the EQAO assessment items to find trends in the wording and formatting of the questions. The staff also examines the curriculum expectations and develops rubrics to be used in all grades so that students will experience consistent language and expectations. The teachers collaborate to develop instructional strategies to share across the grades, and they use moderated marking. In addition, they review board assessment and report card data to monitor student growth and determine next steps.

Early in the school year, teachers review their students' third-term report card marks together with their EQAO and diagnostic assessment results. Based on the evidence collected, small literacy and mathematics groups are formed to reinforce certain skills. These groups are provided with instruction specific to their needs. Formative and summative assessment strategies are then developed collaboratively by the staff to help them better understand the expectations for each grade level and better assist their students. Principal Evelyn Alban explains: "Data is our compass. It provides the facts at a given time and allows us

"Data is our compass. It provides the facts at a given time and allows us to see our successes and gaps."

Evelyn Alban, Principal



Stacy Black, Heather Headley MacLeod, Evelyn Alban (principal), Karen-Ann Sandoval

to see our successes and gaps. It guides our programming and assists us in delivering quality instruction to our students and in targeting those students at risk."

Teachers frequently examine and discuss their instructional strategies to ensure that they are effective in improving student learning. They discuss success criteria and provide descriptive feedback to students. They also share EQAO exemplars and levelled work with students so that they have a clear understanding of how to improve. The teachers believe it is important for the students to have many opportunities to show what they know and to hone their skills before moving forward. As a result, students frequently practise, edit and redo their work. They are asked to focus on fewer questions and to explore them more deeply and with more understanding. With the entire staff committed to this philosophy, students are enjoying their learning more and becoming more confident.

Writing has been an important area of focus for the staff and students at Tottenham. Three years ago, after examining the EQAO data, the staff collected school-wide writing samples and decided to focus on procedural writing. Together with the students they began by examining the EQAO anchors. The students then submitted writing samples three times a year, and with these in hand, the teachers used moderated marking to create exemplars at all levels so that the students could understand how to improve their writing. To further encourage students, a "Writing Wall of Fame" was created in the main hall, where samples of students' writing from each grade level are posted. This has been a great inspiration for students to enhance their writing skills.

The EQAO data are also examined to determine the school's strengths and weaknesses in mathematics. As with literacy, math is assigned a 100-minute block every day. Teachers work together

“The staff members at Tottenham Public School set high expectations for their students and themselves and share the belief that all children can learn and achieve success with the right supports in place. They also share the belief that EQAO is a culminating, whole-school effort that spans across the grades.”

Evelyn Alban, Principal

to develop math lessons focused on the problem-solving approach and the use of manipulatives and student-generated algorithms. They also use the EQAO sample assessments and scoring guides to design their formative and summative assessments. Various opportunities for extended learning in math are provided, and many students voluntarily attend a Saturday morning math program supported by the board. After-school programs are also offered to students in Grades 6, 7 and 8. In addition, the teachers participate in ongoing professional mathematics learning and work collaboratively to implement strategies across divisions. Their goal is to provide consistency and an opportunity for students to experience success in all math strands.

The school has found that technology is an effective tool to engage and assist students at risk. Assistive technology is used from kindergarten to Grade 8, and it helps these students to become more independent in their learning. Document cameras are used by all teachers for modelling and demonstrating EQAO questions. Students also use the cameras to show

their own work, dissect their responses and give feedback to their peers.

The staff believes that early intervention is the key to giving students the opportunity to succeed and, at Tottenham Public School, intervention begins with the Activate Early Learning strategy in junior kindergarten and the Early Success in Reading strategy in Grades 1 and 2.

Principal Alban believes that Tottenham’s success is the result of a whole-school effort. Everyone is on the same pathway. She states: “The staff members at Tottenham Public School set high expectations for their students and themselves and share the belief that all children can learn and achieve success with the right supports in place. They also share the belief that EQAO is a culminating, whole-school effort that spans across the grades. They are primary and junior assessments, and all teachers have ownership and work together to provide the best academic and social environment for their students.”

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	57%	36%
Male	43%	64%
English language learners	0%	0%
Special education needs	9%	16%
Born outside Canada	0%	4%
Speaks primarily a language other than English at home	0%	4%



Tottenham Public School

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, policy-makers, government leaders, representatives of business and technology firms and others have attempted to identify and describe these critical skills to meet the needs of the next generation of learners. There is general agreement among members of the 21st-century-skills movement that cross-curricular skills are required to live in, function in and contribute to the “knowledge society.” These skills include broad competencies, such as creativity, innovation, problem solving, communication, collaboration, teamwork and critical thinking; different literacies, such as media, technology, financial, health and global literacy; as well as numeracy.

EQAO’s Board of Directors, in developing its strategic directions for the agency to 2014, identified two 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. The Conference Board of Canada and the MTCU have identified 21st-century or essential employability skills that can be organized into six skill categories: numeracy; communication; critical thinking and problem solving; personal management; interpersonal skills; and information management.

An examination of the EQAO elementary and secondary literacy and mathematics assessments (including student and teacher questionnaires) indicates that, currently, there is a link to some of the learning outcomes associated with four skill categories: communication, numeracy, critical thinking and problem solving, and personal management (attitudes and behaviours).

Ontario students also participate in several national and international assessments that link to key 21st-century skills. The full reports and highlights for the assessments referenced in these pages can be located on the EQAO Web site (www.eqao.com):

- Progress in International Reading Literacy study (PIRLS), an assessment undertaken every five years and sponsored by the International Association for the Evaluation of Educational Achievement to evaluate the reading skills of Grade 4 students from around the world, determine the contexts that influence reading development, develop an understanding of how young children learn to read, and assess the differences among education systems in order to improve reading teaching and learning methods throughout the world.
- Pan-Canadian Assessment Program (PCAP), an initiative of the Council of Ministers of Education, Canada, is administered every three years to Grade 8 students. Reading, mathematics and science assessment items are administered to randomly selected students in a random sample of schools through a random assignment of test booklets.
- Program for International Student Assessment (PISA), by the Organisation for Economic Co-Operation and Development (OECD), is undertaken every three years to assess the achievement of 15-year-old students in three domains: reading, mathematics and science.
- Trends in International Mathematics and Science Study (TIMSS) measures the mathematics and science achievement of students in Grades 4 and 8. TIMSS has been administered to Grade 4 students in 1995, 2003 and 2007 and to Grade 8 students in 1995, 1999, 2003 and 2007. Ontario students participated in each assessment.

Each of the four assessments identifies core skills that link to some of the learning outcomes associated with four 21st-century-skill categories: communication, numeracy, critical thinking and problem solving, and personal management (attitudes and behaviours). For example, the OECD framework for PISA lists the following as skills students require to be lifelong learners and meet the challenges of the future: analyzing, reasoning, problem-solving and communicating ideas effectively.

Based on an examination of the 2012 EQAO data and the findings from the most recent national and international assessment results, this report updates the information on the progress students are making toward the acquisition of 21st-century skills expected by the end of Grade 12. For each of 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 the EQAO data.*

* The skill categories and their associated learning outcomes have been adapted from those given by the Conference Board of Canada (2010) and the MTCU (2010).

I. Communication

21ST-CENTURY LEARNING OUTCOMES	LITERACY SKILLS ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2008–2012
- 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 for topic development (Codes 30 and 40) 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
		NATIONAL AND INTERNATIONAL DATA RELATED TO THE LEARNING OUTCOMES
		1) PIRLS (2006) overall reading achievement results based on average scale scores, average scale scores in 2001 and 2006 and student achievement according to international benchmarks 2) PCAP (2010) reading results by jurisdiction 3) PISA (2009) overall reading achievement results

2. Numeracy

21ST-CENTURY LEARNING OUTCOMES	MATHEMATICS SKILLS AND PROCESSES ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2008–2012
- 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
		NATIONAL AND INTERNATIONAL DATA RELATED TO THE LEARNING OUTCOMES
		1) PCAP (2010) mathematics results by jurisdiction 2) PISA (2009) overall mathematics achievement results 3) TIMSS (2007) Grade 4 and Grade 8 trends in mathematics achievement results (Canadian provinces), percentage of students reaching TIMSS intermediate benchmark and results by jurisdiction

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 2008–2012
• 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 and justify interpretations of the text.	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 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.	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2008–2012 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 2008–2012
• Show interest, initiative and effort • Feel good about themselves and be confident	Students are expected to demonstrate that they have the reading and writing skills required by <i>The Ontario Curriculum</i> up to the end of Grade 3 or Grade 6 and connect their literacy skills to daily life.	1) Student Questionnaire data: attitude and behaviours related to reading and writing
		NATIONAL AND INTERNATIONAL DATA RELATED TO THE LEARNING OUTCOMES 1) PIRLS (2006) data: Student Questionnaire data: attitude and behaviours related to reading
	MATHEMATICS SKILLS ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS Students are expected to demonstrate the mathematical skills required by <i>The Ontario Curriculum</i> up to the end of Grade 3 or Grade 6 and connect their mathematical learning to daily life.	EQAO DATA RELATED TO THE LEARNING OUTCOMES 2008–2012 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 and from the relevant national and international assessments (PIRLS, PCAP, PISA, TIMSS) provides indications of how Ontario elementary school students are progressing toward acquiring the 21st-century skills described above.

I. Communication

Primary and Junior

Since 2008, 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 66% in 2008 to 76% in 2012. Since 2008, the percentage of Grade 6 students who have met or exceeded the provincial standard has increased from 66% to 75% in reading and from 67% to 74% 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. In 2012, a larger percentage of students reached the top scores for topic development on the short-writing than on the long-writing tasks.
- approximately one-third of Grade 6 students have 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 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 a third of students have received the top scores (Codes 30 and 40) on open-response questions in reading.
- on average, three-quarters of Grade 6 students have performed well on multiple-choice questions in reading and approximately one-third, on average, have received the top scores (Codes 30 and 40) on open-response questions in reading.

Students who performed well have shown 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.

The following observations are based on the relevant national and international assessments.

The 2006 PIRLS assessment results show that

- 70% of Ontario Grade 4 students reached the top achievement benchmarks in the study (i.e., high, advanced).
- Ontario students have made significant improvements in reading for informational purposes since the last administration of the study. The PIRLS increase supports the upward trend that has been apparent in Ontario's province-wide tests, administered by EQAO.

The 2010 PCAP results show that

- Ontario Grade 8 students were above the Canadian average in all three subjects tested—reading, mathematics and science—on the 2010 PCAP test. In 2007, Ontario students were at the Canadian average in all three subjects.
- in reading, Ontario Grade 8 students were above the Canadian average and performed significantly better than students in all other jurisdictions.
- the average score for female Ontario Grade 8 students was higher than that for their male counterparts (530 compared with 503).

Each PISA administration focuses on one major assessment domain. In 2009, reading was the major domain, whereas mathematics and science were minor domains. The 2009 PISA results show that

- 92% of 15-year-old Ontario students met or exceeded PISA's achievement benchmark at which students begin to demonstrate the kind of knowledge and skills needed to use reading competencies effectively. Ontario students have maintained high-average scale scores in overall reading achievement since 2000, and in 2009 they performed significantly better than the Canadian average on all five reading subscales (accessing and retrieving, integrating and interpreting, reflecting and evaluating, continuous text, non-continuous text).

Numeracy

Since 2008, more than 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,

- approximately three-quarters of Grade 3 students have performed well on multiple-choice questions assessing knowledge and understanding, more than one-half have performed well on multiple-choice questions and a similar proportion have 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 the 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 following observations are based on the relevant national and international assessments.

The 2010 PCAP results show that

- in mathematics, 92% of Ontario Grade 8 students achieved Level 2—the expected level of performance—or above. Fully half of Ontario Grade 8 students (50%) performed at the two highest levels of achievement (Levels 3 and 4).
- Ontario Grade 8 student results were above the Canadian average for two of the four math subdomains assessed—geometry and measurement, and patterns and relationships. They were at the Canadian average for the other two math subdomains—numbers and operations, and data management and probability.
- there were no significant differences between the average scores of male and female Ontario Grade 8 students in mathematics.

The 2009 PISA results show that the achievement of 15-year-old Ontario students in mathematics was at the Canadian average. Ontario students' achievement in mathematics has remained relatively unchanged since 2000.

The TIMSS results over time show that

- Ontario has shown significant improvement from 1995 to 2007. Ontario is now performing on par with the other participating Canadian provinces.
- since the 1995 administration, the percentage of Grade 8 students meeting the intermediate benchmark has increased by nine percentage points, from 65% to 74%. The percentage of Grade 4 students meeting the intermediate benchmark has increased by 12 percentage points, from 59% to 71%. (No participating jurisdiction has had an average scale score at the advanced benchmark.)
- the results of the TIMSS assessment of Grade 4 students and EQAO's province-wide primary-division assessment, administered in Grade 3, are not directly comparable. However, the significant improvement in Ontario student achievement on TIMSS since it was first administered in 1995 is consistent with the substantial improvement in student achievement on the mathematics component of the EQAO primary assessment over a similar period.

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 approximately one-third received the top scores (Codes 30 and 40) on open-response questions related to problem solving. In 2012, however, close

to 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 2012,

- the Student Questionnaire data showed that approximately two-thirds of Grade 3 and Grade 6 students indicated that they use each of 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 more than 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.

Personal Management: Attitudes and Behaviours for Lifelong Learning

More than 96% 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 2008 and 2012, the Student Questionnaire data have shown that

- approximately two-thirds of Grade 3 students indicated each of the following: that they felt they were good readers and that they liked to read. However, in 2011, only one-third of Grade 3 students indicated that they felt they were able to understand difficult reading passages. Approximately two-thirds of Grade 6 students indicated that they felt they were good readers, approximately one-half indicated that they liked to read; however, in 2011, only one-third of students indicated that they felt they are able to understand difficult reading passages.

- One-half of Grade 3 students indicated that they felt they were good writers, and that they liked to write; fewer than one-half, that they felt they were able to communicate their ideas in writing. Approximately one-third of Grade 6 students indicated each of the following: that they felt they were good writers, that they liked to write and that they felt they were 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 were good readers and writers and that they liked 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 liked mathematics, and the same proportion indicated that they felt they were good at it. However, in 2012, over one-quarter of students stated that they felt they were able to answer difficult mathematical questions most of the time. 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 gradually narrowing gap between male and female students' responses to questions about their attitudes toward mathematics was slightly larger for Grade 6 than for Grade 3.

In 2011 and 2012,

- 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.
- 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 2012,

- approximately one-third of Grade 3 students indicated that they write each of the following outside school at least once a week: stories; journal entries; and e-mail, text or instant messages. Fewer than one-quarter of Grade 6 students indicated that they write each of the following outside school at least once a week: stories and journal entries. 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.

The following observations are based on the relevant national and international assessments.

PIRLS (2006) also focuses on reading behaviours and attitudes. Students were asked to complete a questionnaire on their reading habits. The 2006 results show that 50% of Ontario Grade 4 students indicated each of the following: that they enjoyed reading, that they thought they were good readers and that they preferred reading informational texts.

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 acquiring the 21st-century skills in communication, numeracy, critical thinking and problem solving, as well as attitudes and behaviours for lifelong learning. The findings, confirmed by data from the national and international assessments, suggest that the many students are beginning to acquire these essential and enduring skills. However, the findings also suggest areas for continued 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 to numeracy and literacy skills and
- developing positive self-perceptions of themselves 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 extends into the secondary grades. Ensuring that all students acquire these skills requires a committed and collaborative response from all educators, Grades 1 to 12. The 21st-century skills are enduring and have a lifelong impact. All students today—not only a select few—need to acquire them.

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Appendices

THE EQAO ASSESSMENT PROCESS

About the Primary- and Junior-Division Assessments

EQAO conducts several province-wide tests, 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 tests measure how well students have met the provincial expectations for the subjects assessed, as outlined in *The Ontario Curriculum*.

Design and Development

All EQAO tests 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 tests: design, development, bias reviews, field testing, administration, scoring and reporting. Educators from across the province also work with EQAO on all aspects of the tests, 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 tests are developed. Each version has the same number and types of questions but reflects variations in the curricula for the two languages. The tests 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 tests, including

- professional responsibilities for the administration of the tests;
- 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

EQAO has established quality-assurance procedures to help ensure that its assessments are administered consistently and fairly across the province and that the data produced are valid and reliable. EQAO follows a number of procedures to ensure that parents, educators and the public have confidence in the validity and reliability of the results reported:

- **Quality-assurance monitors:** EQAO contracts quality-assurance monitors to visit a random sample of schools in order to observe the administration of the assessments to determine the extent to which EQAO guidelines are being followed.
- **Examination of test materials:** Following each assessment, EQAO looks for evidence of possible irregularities in administration. This is done through an examination of test materials from a random sample of schools prior to scoring.
- **Follow-up on reports of irregularities:** EQAO systematically follows up on any reports of irregularities received from principals, teachers, parents and others.
- **Database analyses:** EQAO conducts two types of statistical analysis of student response data. The first identifies student response patterns that suggest the possibility of collusion between two or more students. The second examines unusual changes in the proportion of Grade 3 and Grade 6 students in a school performing at or above the provincial standard (Level 3) over time and in the overall patterns of school results for open-response items.

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

ABOUT THE EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

EQAO's tests measure student achievement in reading, writing and mathematics in relation to *Ontario Curriculum* expectations. The resulting data provide accountability and a gauge of quality in Ontario's publicly funded education system. By providing this important evidence about learning, EQAO acts as a catalyst for increasing the success of Ontario students.

The objective and reliable results from EQAO's tests complement the information obtained from classroom and other assessments to provide students, parents, teachers and administrators with a clear and comprehensive picture of student achievement and a basis for targeted improvement planning at the individual, school, school board and provincial levels. EQAO helps build capacity for the appropriate use of data by providing resources that educators, parents, policy-makers and others in the education community can use to improve learning and teaching. EQAO distributes an individual report to each student who writes a test, 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

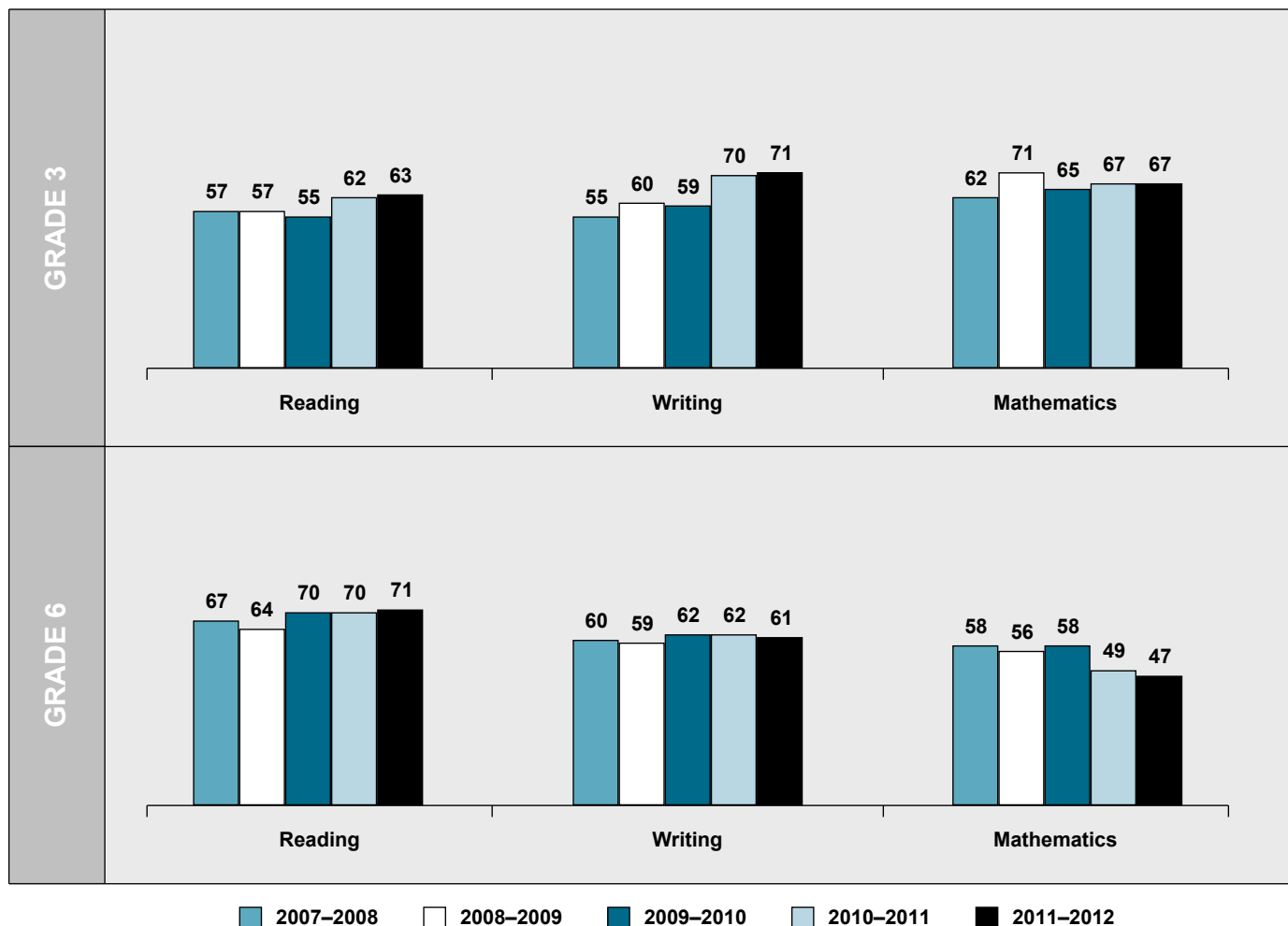
Board Name: Algoma DSB (28010)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	<1%
Students with special education needs (excluding gifted)	19%	23%
First language learned at home other than English	1%	1%
Number of schools	33	33

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	576	568	579	532	526
Grade 3 mathematics	624	623	640	624	610
Grade 6	766	740	639	641	657

*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**



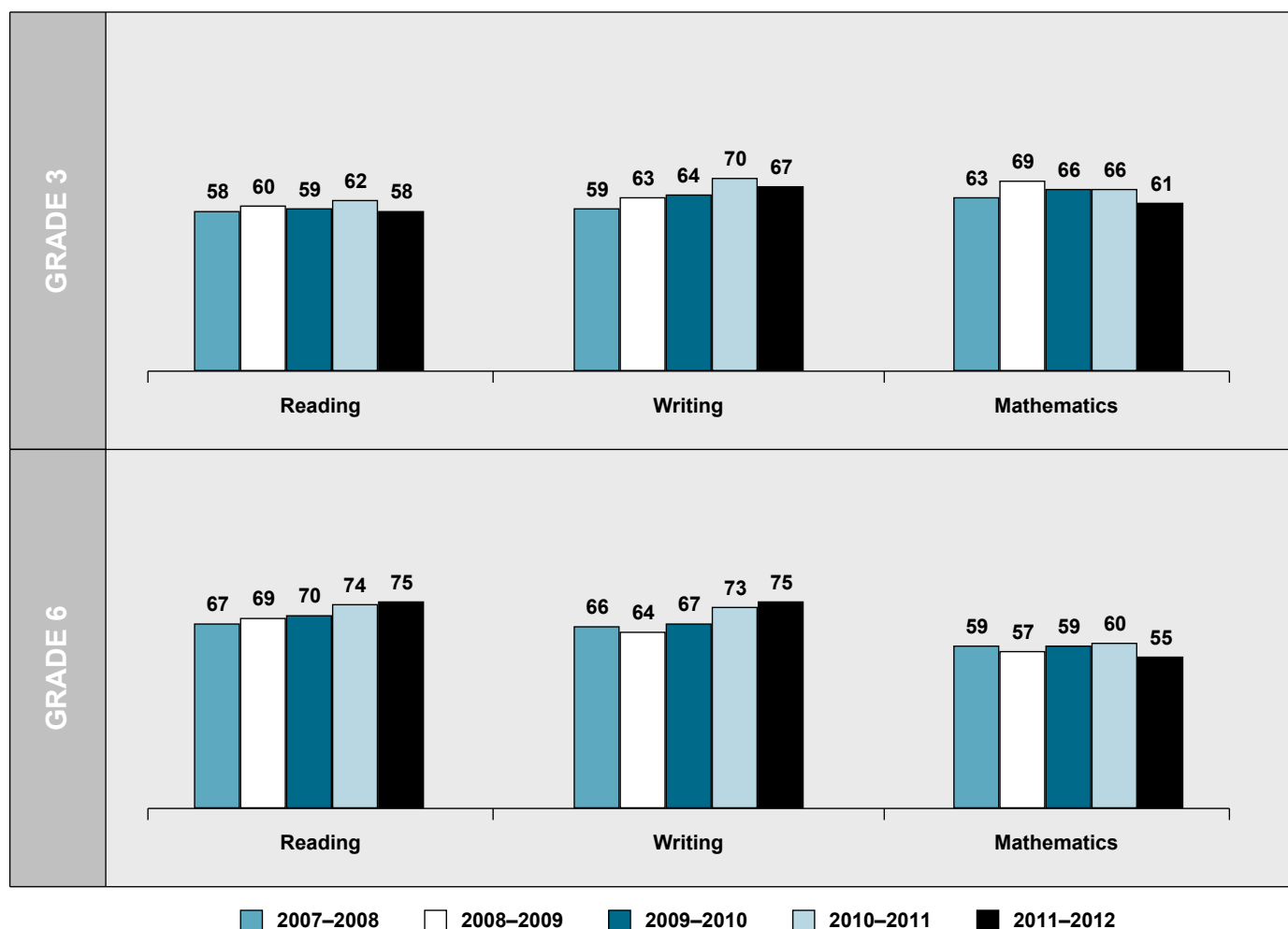
Board Name: Algonquin and Lakeshore Catholic DSB (67202)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	1%
Students with special education needs (excluding gifted)	21%	24%
First language learned at home other than English	2%	3%
Number of schools	34	34

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	816	748	756	768	712
Grade 3 mathematics	816	748	756	772	712
Grade 6	896	781	792	811	770

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

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



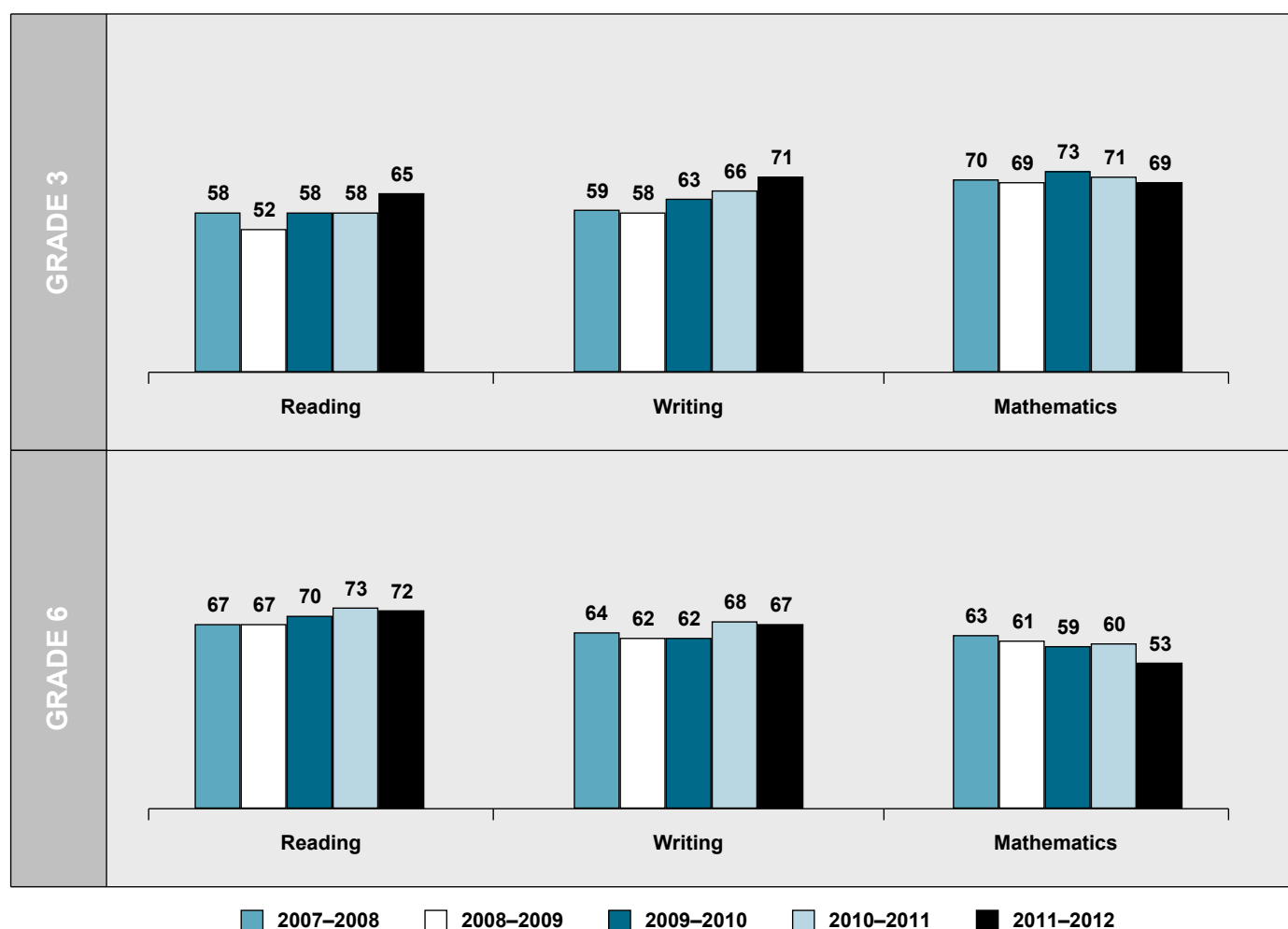
Board Name: Avon Maitland DSB (66010)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	12%	19%
First language learned at home other than English	5%	4%
Number of schools	39	39

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 103	1 063	1 066	1 039	1 017
Grade 3 mathematics	1 103	1 063	1 066	1 039	1 017
Grade 6	1 229	1 125	1 208	1 106	1 044

*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**



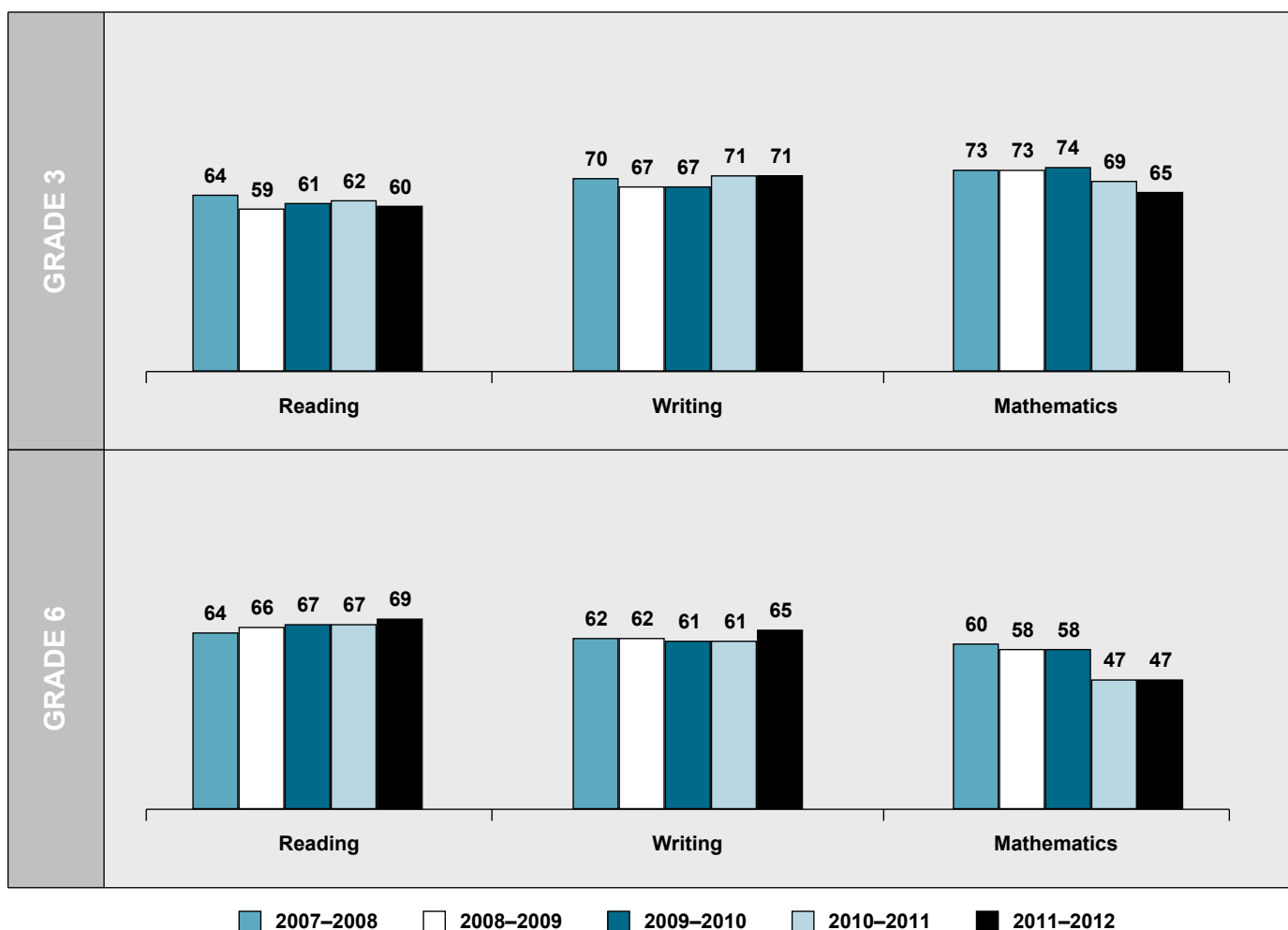
Board Name: Bluewater DSB (66001)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	26%	25%
First language learned at home other than English	2%	2%
Number of schools	41	39

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 189	1 141	1 209	1 082	1 073
Grade 3 mathematics	1 189	1 145	1 209	1 080	1 073
Grade 6	1 375	1 308	1 331	1 233	1 134

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

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



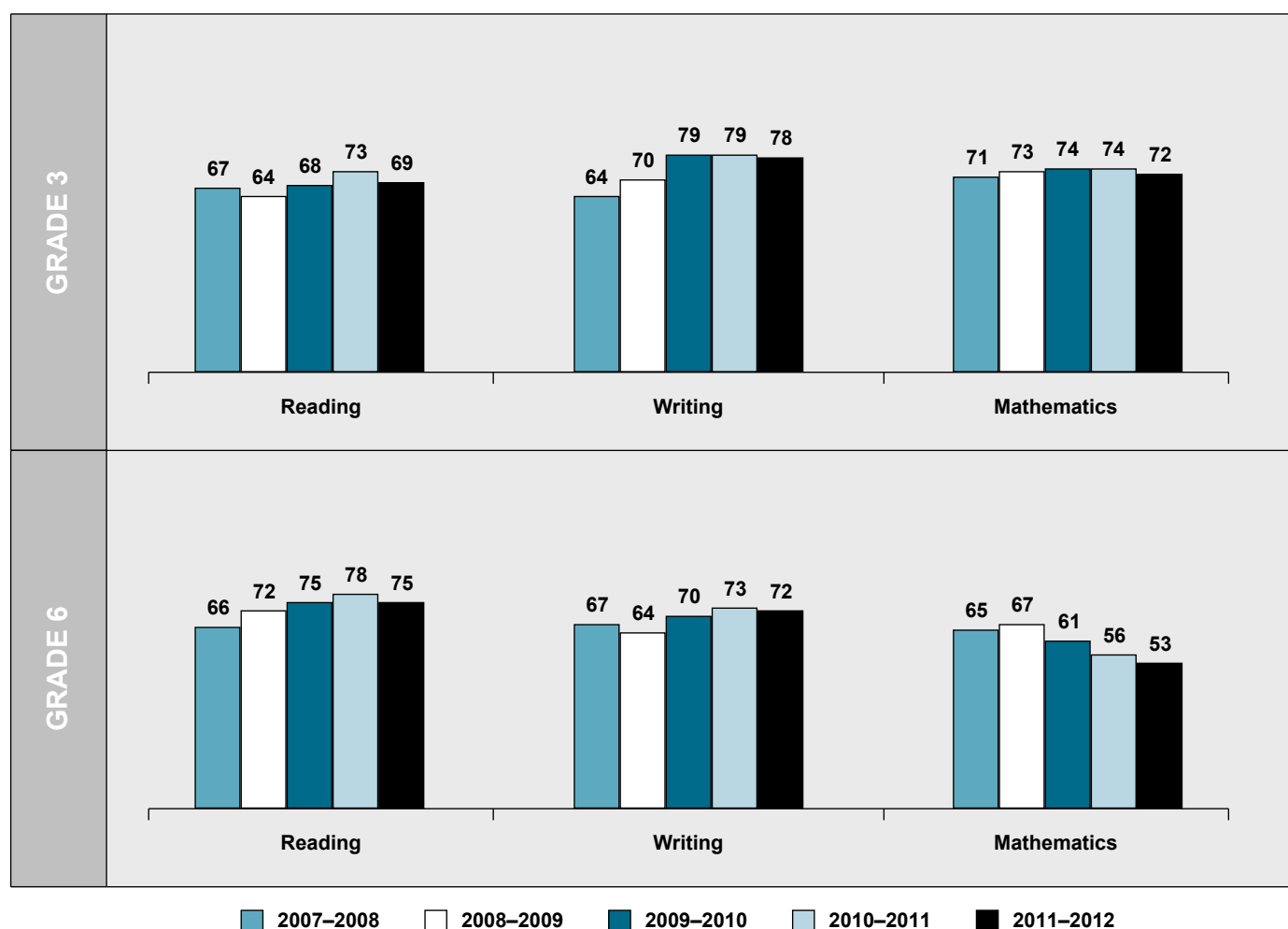
Board Name: Brant Haldimand Norfolk Catholic DSB (67164)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	1%
Students with special education needs (excluding gifted)	15%	15%
First language learned at home other than English	1%	1%
Number of schools	32	32

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	735	684	694	655	619
Grade 3 mathematics	735	684	694	655	619
Grade 6	823	777	722	711	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**



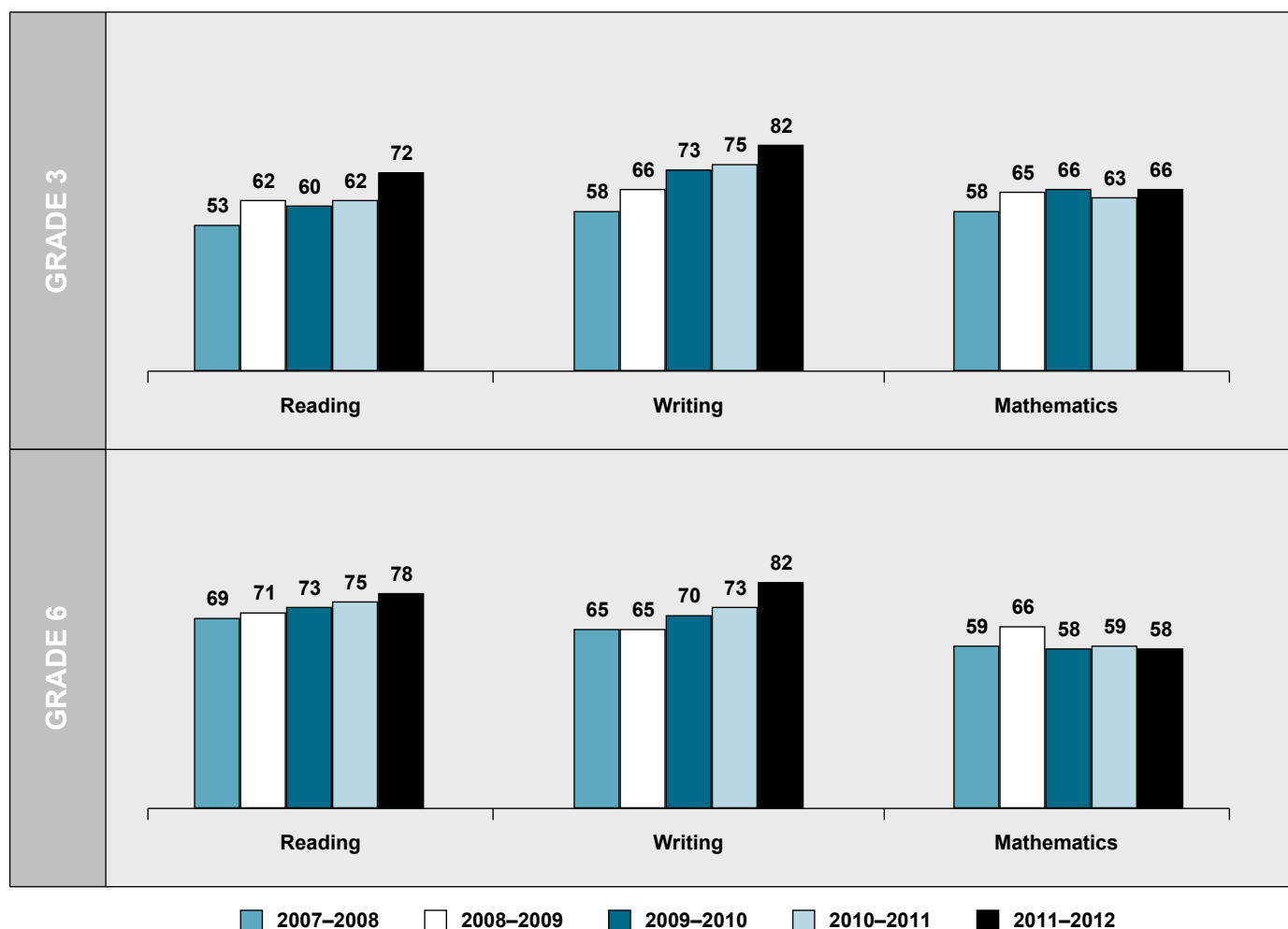
Board Name: Bruce-Grey Catholic DSB (67008)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	34%	23%
First language learned at home other than English	2%	1%
Number of schools	10	10

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	236	238	244	216	247
Grade 3 mathematics	236	238	244	216	247
Grade 6	279	245	263	244	250

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

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



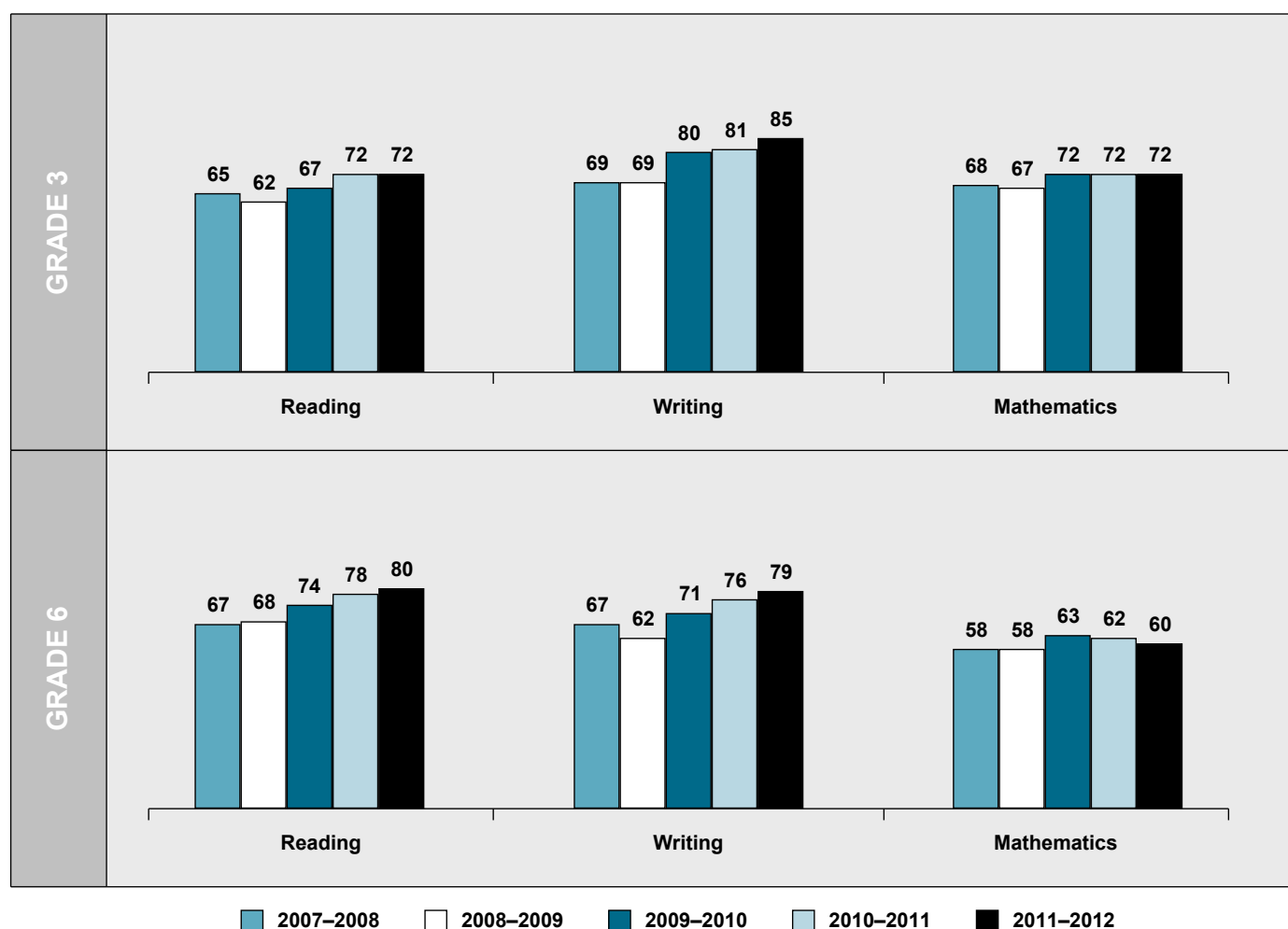
Board Name: Catholic DSB of Eastern Ontario (67172)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	<1%
Students with special education needs (excluding gifted)	35%	37%
First language learned at home other than English	4%	3%
Number of schools	29	29

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	999	937	953	860	879
Grade 3 mathematics	999	937	953	860	879
Grade 6	1 078	1 090	1 070	1 037	948

*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**



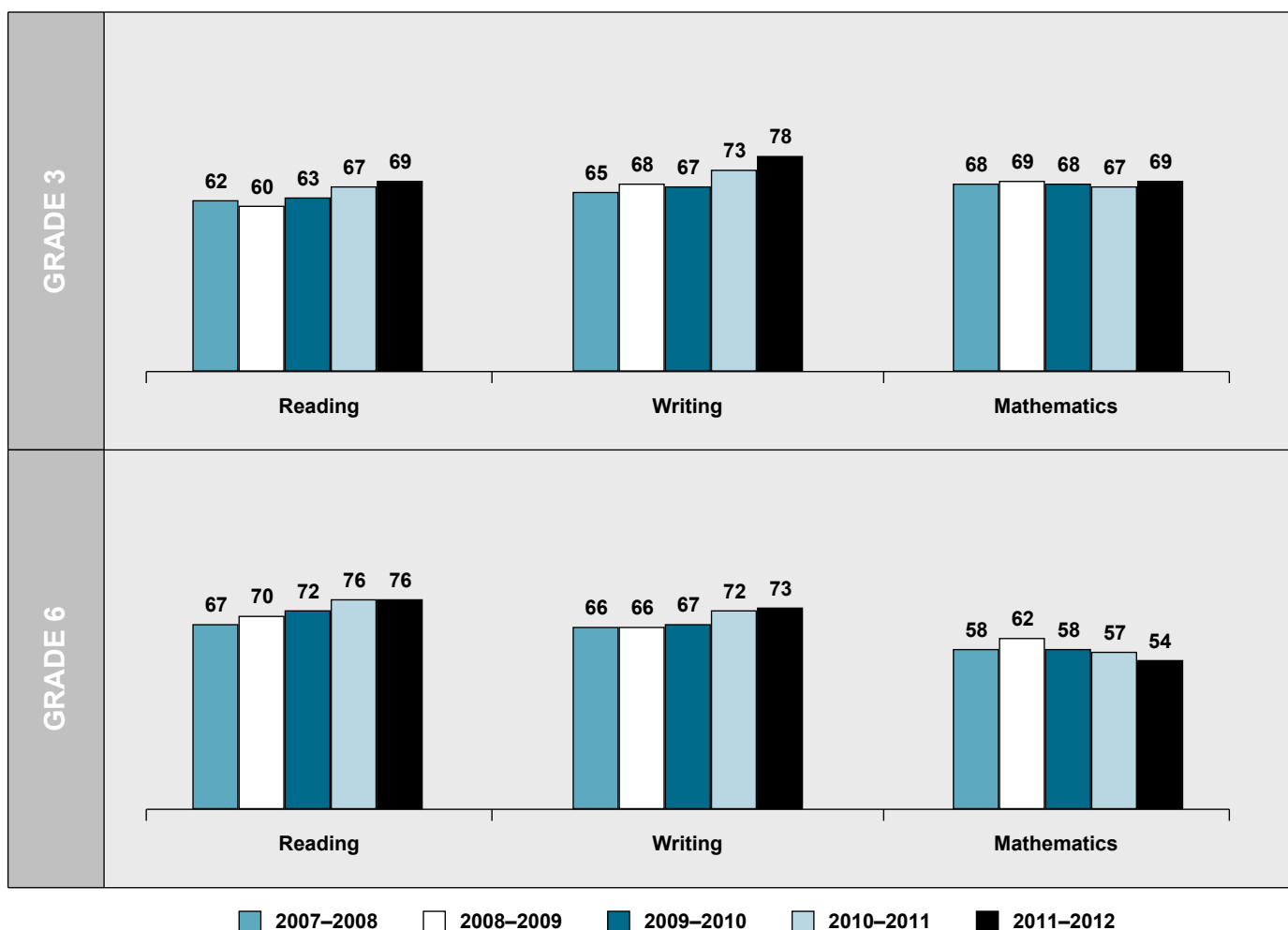
Board Name: DSB of Niagara (66150)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	4%
Students with special education needs (excluding gifted)	23%	27%
First language learned at home other than English	5%	7%
Number of schools	87	89

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	2 544	2 432	2 527	2 336	2 365
Grade 3 mathematics	2 544	2 432	2 526	2 336	2 365
Grade 6	2 901	2 755	2 758	2 604	2 485

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

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



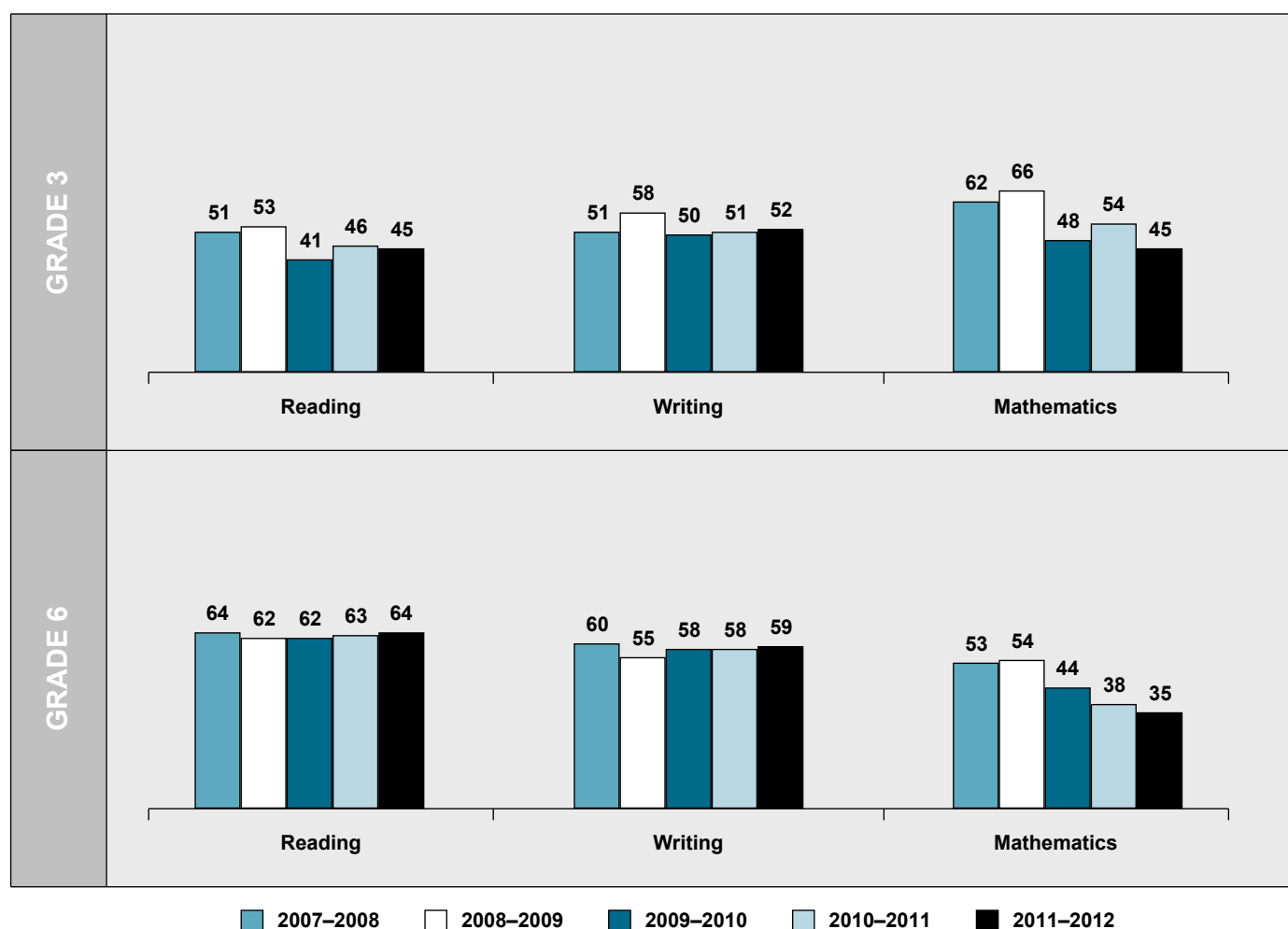
Board Name: DSB Ontario North East (28002)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	20%	22%
First language learned at home other than English	4%	3%
Number of schools	24	23

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	471	461	425	401	404
Grade 3 mathematics	471	461	425	401	404
Grade 6	530	518	470	471	469

*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**



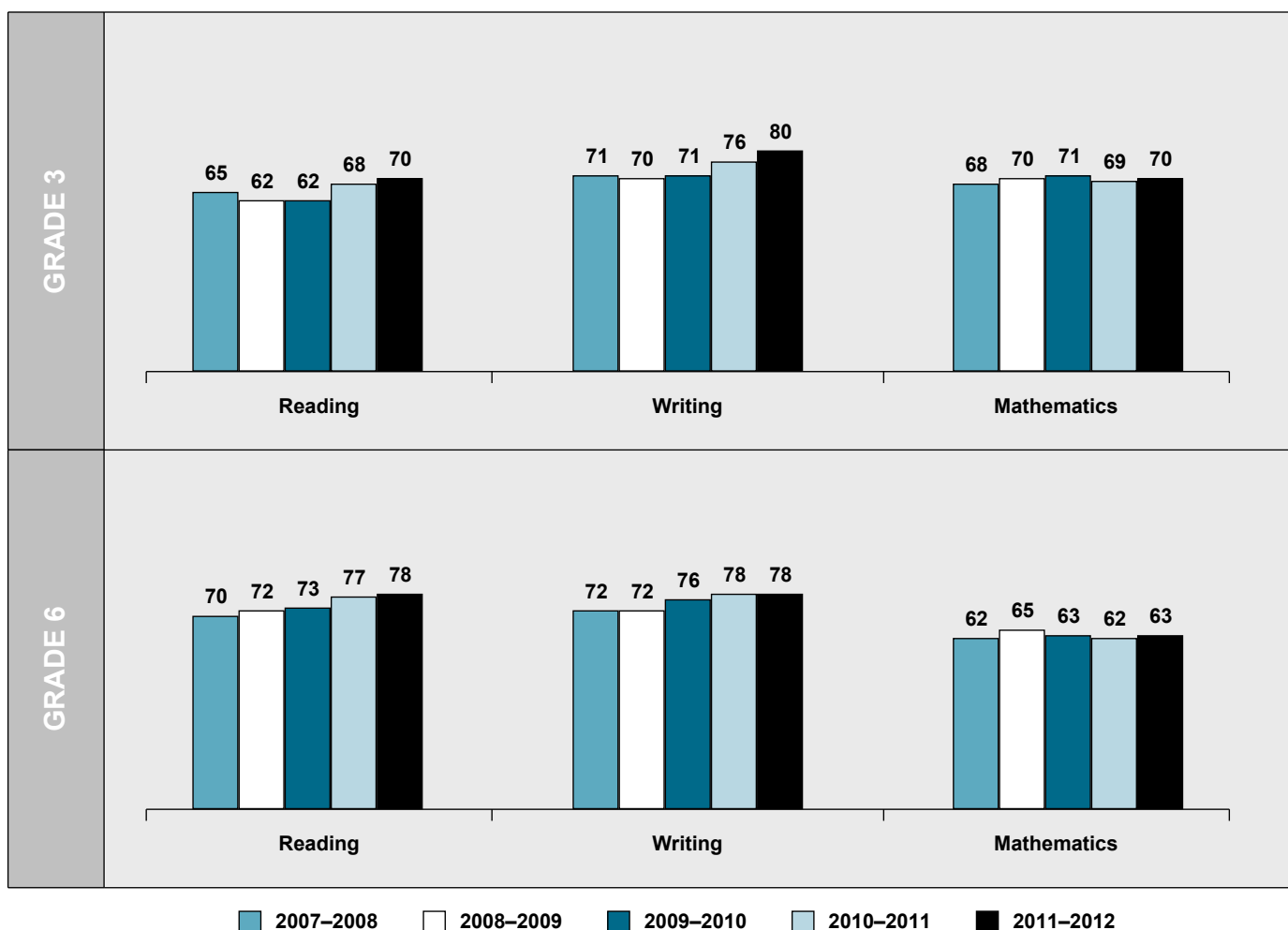
Board Name: Dufferin Peel Catholic DSB (67083)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	27%	12%
Students with special education needs (excluding gifted)	11%	15%
First language learned at home other than English	24%	24%
Number of schools	120	120

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	5 376	5 196	5 242	4 966	4 877
Grade 3 mathematics	5 376	5 196	5 242	4 965	4 877
Grade 6	6 378	5 968	5 923	5 672	5 481

*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**



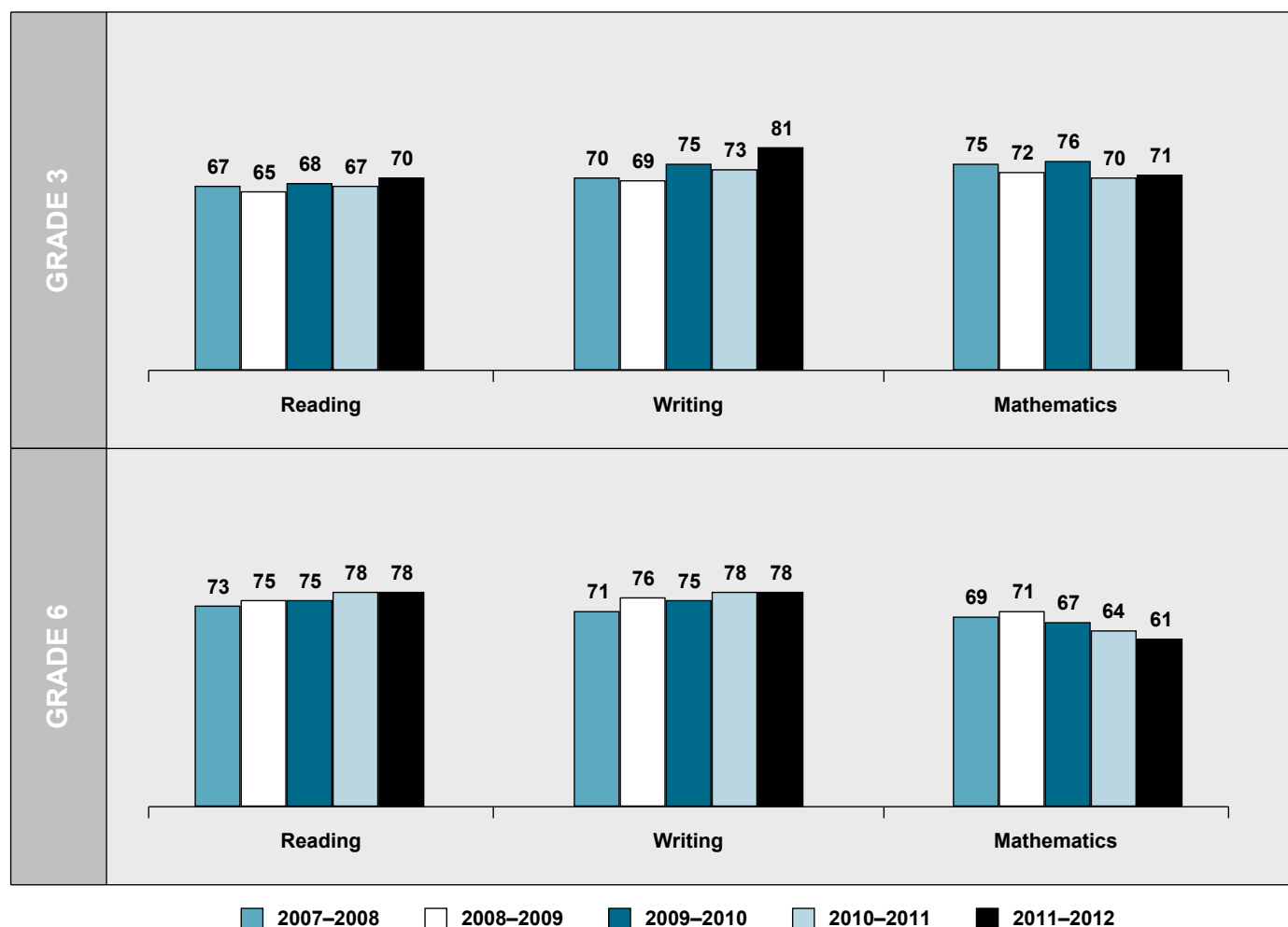
Board Name: Durham Catholic DSB (67105)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	13%	16%
First language learned at home other than English	4%	4%
Number of schools	39	39

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 562	1 483	1 516	1 439	1 474
Grade 3 mathematics	1 562	1 483	1 516	1 439	1 475
Grade 6	1 850	1 741	1 601	1 617	1 518

*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**



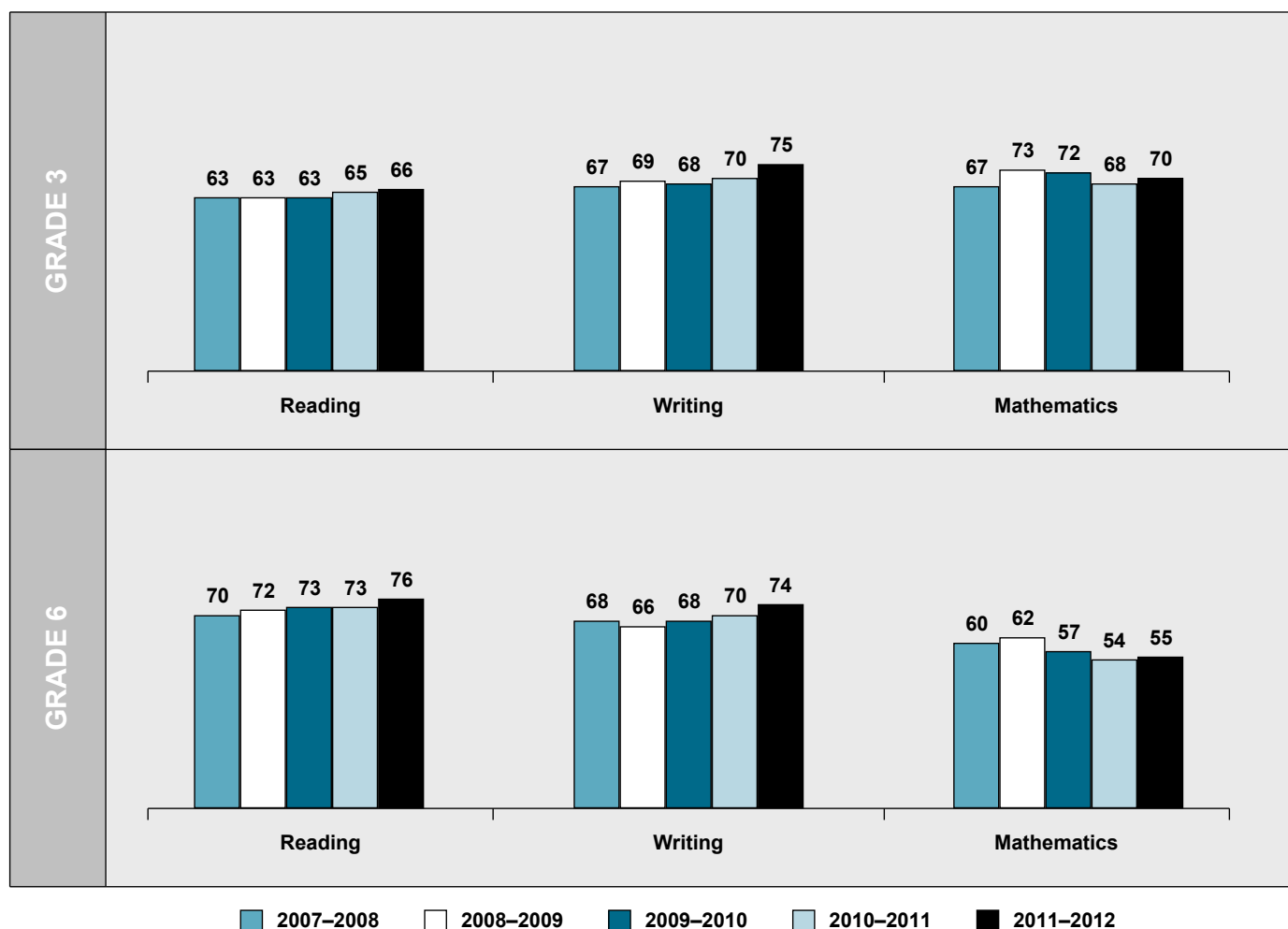
Board Name: Durham DSB (66060)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	7%	2%
Students with special education needs (excluding gifted)	15%	19%
First language learned at home other than English	10%	10%
Number of schools	107	107

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	4 103	3 926	4 098	3 863	3 959
Grade 3 mathematics	4 604	4 449	4 659	4 452	4 677
Grade 6	4 891	4 954	4 867	4 970	4 742

*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**



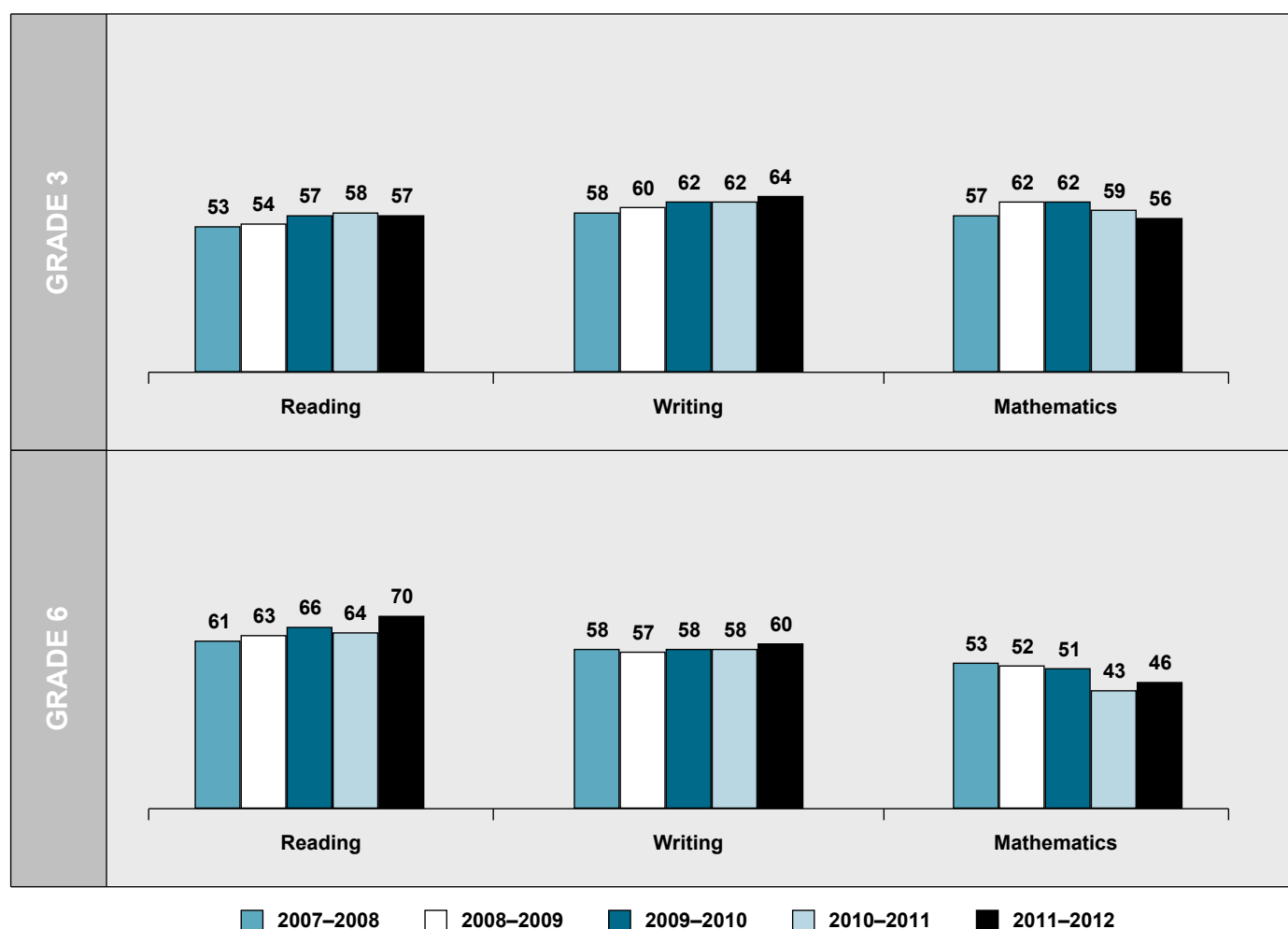
Board Name: Grand Erie DSB (66168)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	24%	25%
First language learned at home other than English	4%	5%
Number of schools	61	61

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 767	1 803	1 814	1 704	1 755
Grade 3 mathematics	1 767	1 804	1 814	1 704	1 756
Grade 6	1 956	1 885	1 893	1 860	1 823

*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**



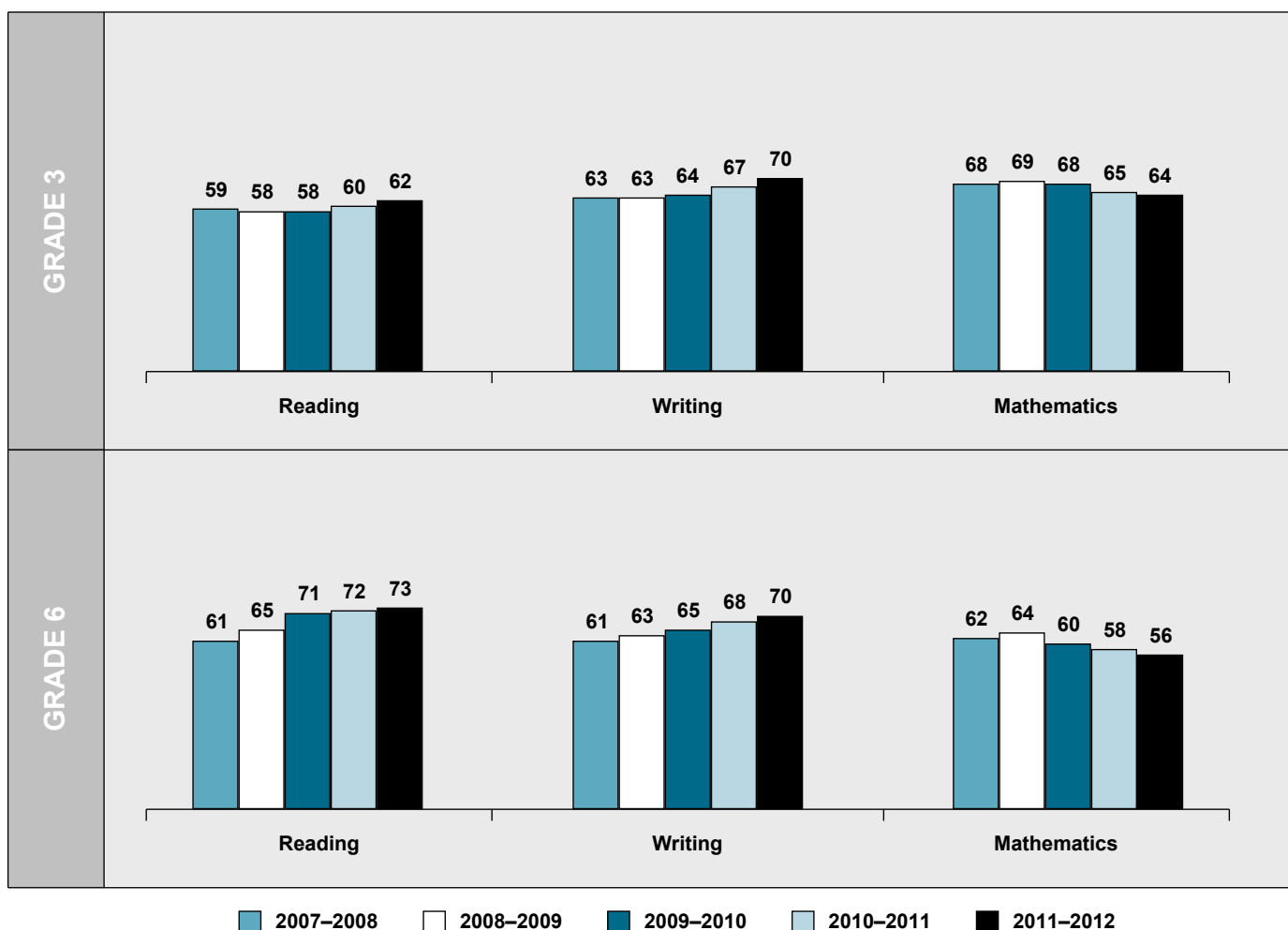
Board Name: Greater Essex County DSB (66028)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	3%
Students with special education needs (excluding gifted)	11%	16%
First language learned at home other than English	24%	23%
Number of schools	58	57

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	2 431	2 440	2 429	2 301	2 403
Grade 3 mathematics	2 431	2 440	2 429	2 301	2 403
Grade 6	2 627	2 614	2 550	2 473	2 494

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

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



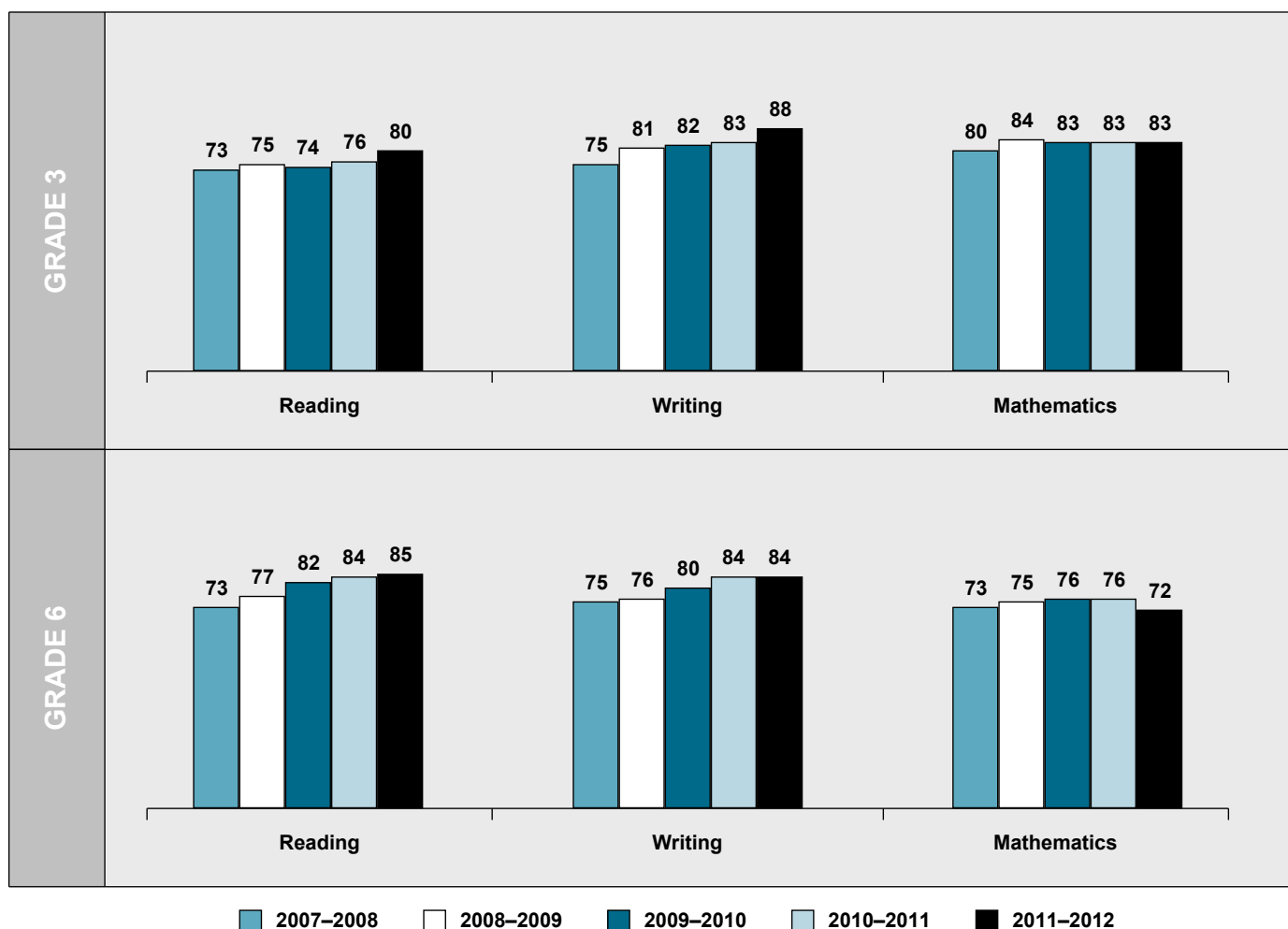
Board Name: Halton Catholic DSB (67113)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	2%
Students with special education needs (excluding gifted)	9%	12%
First language learned at home other than English	7%	10%
Number of schools	41	41

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 919	1 794	2 027	1 959	2 060
Grade 3 mathematics	1 919	1 794	2 027	1 959	2 060
Grade 6	2 158	2 100	2 157	2 089	1 983

*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**



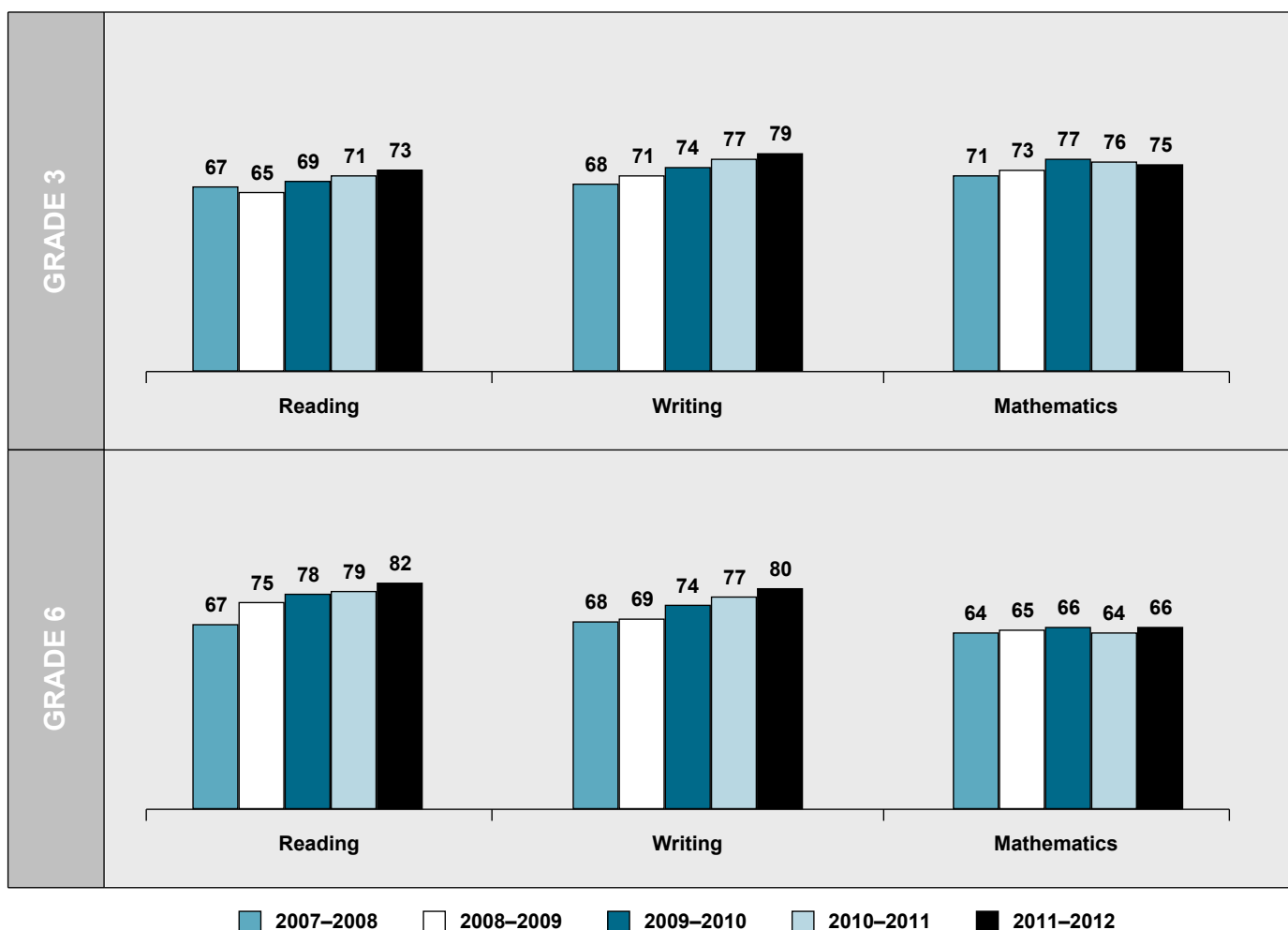
Board Name: Halton DSB (66133)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	13%	9%
Students with special education needs (excluding gifted)	12%	17%
First language learned at home other than English	16%	18%
Number of schools	76	64

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	3 473	3 582	3 800	3 931	4 218
Grade 3 mathematics	3 473	3 582	3 800	3 931	4 217
Grade 6	3 615	3 642	3 634	3 774	3 841

*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**



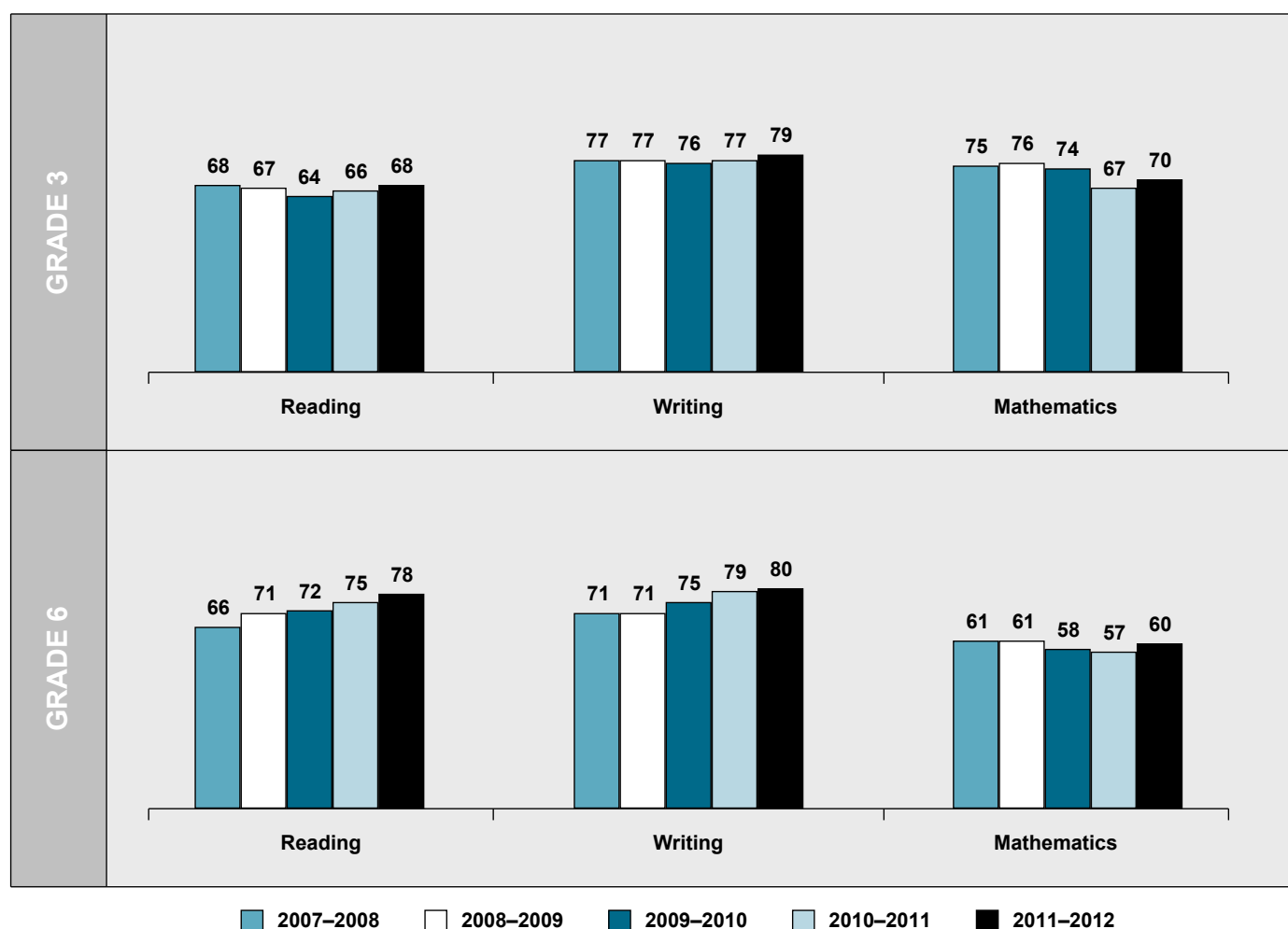
Board Name: Hamilton-Wentworth Catholic DSB (67121)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	5%	4%
Students with special education needs (excluding gifted)	14%	17%
First language learned at home other than English	16%	18%
Number of schools	50	50

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 917	1 875	1 948	1 837	1 844
Grade 3 mathematics	1 917	1 875	1 948	1 839	1 844
Grade 6	2 116	2 054	1 987	1 990	1 884

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

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



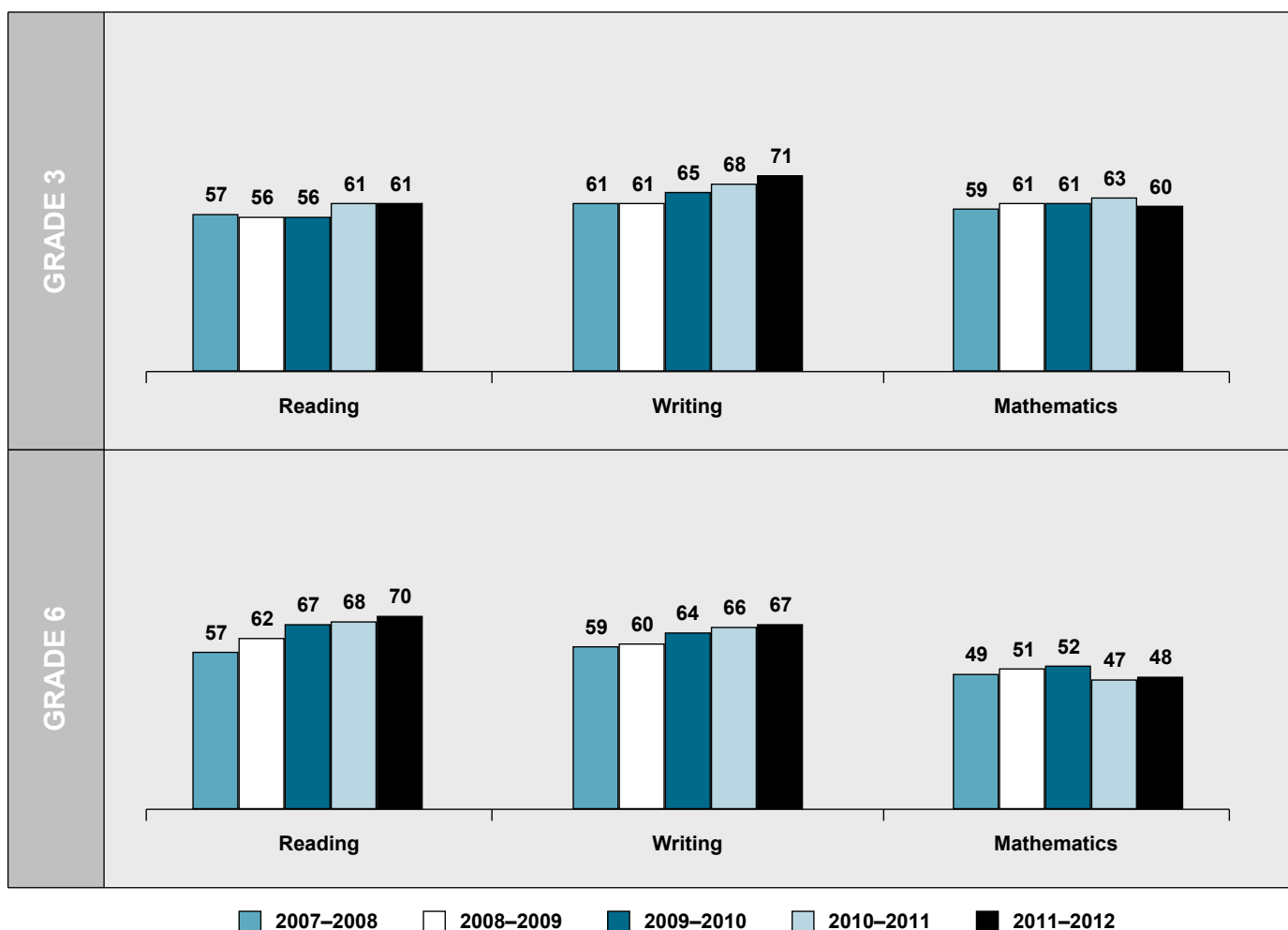
Board Name: Hamilton-Wentworth DSB (66141)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	20%	19%
Students with special education needs (excluding gifted)	19%	22%
First language learned at home other than English	23%	23%
Number of schools	87	73

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	3 499	3 367	3 472	3 281	3 475
Grade 3 mathematics	3 499	3 369	3 474	3 281	3 475
Grade 6	3 806	3 690	3 745	3 559	3 467

*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**



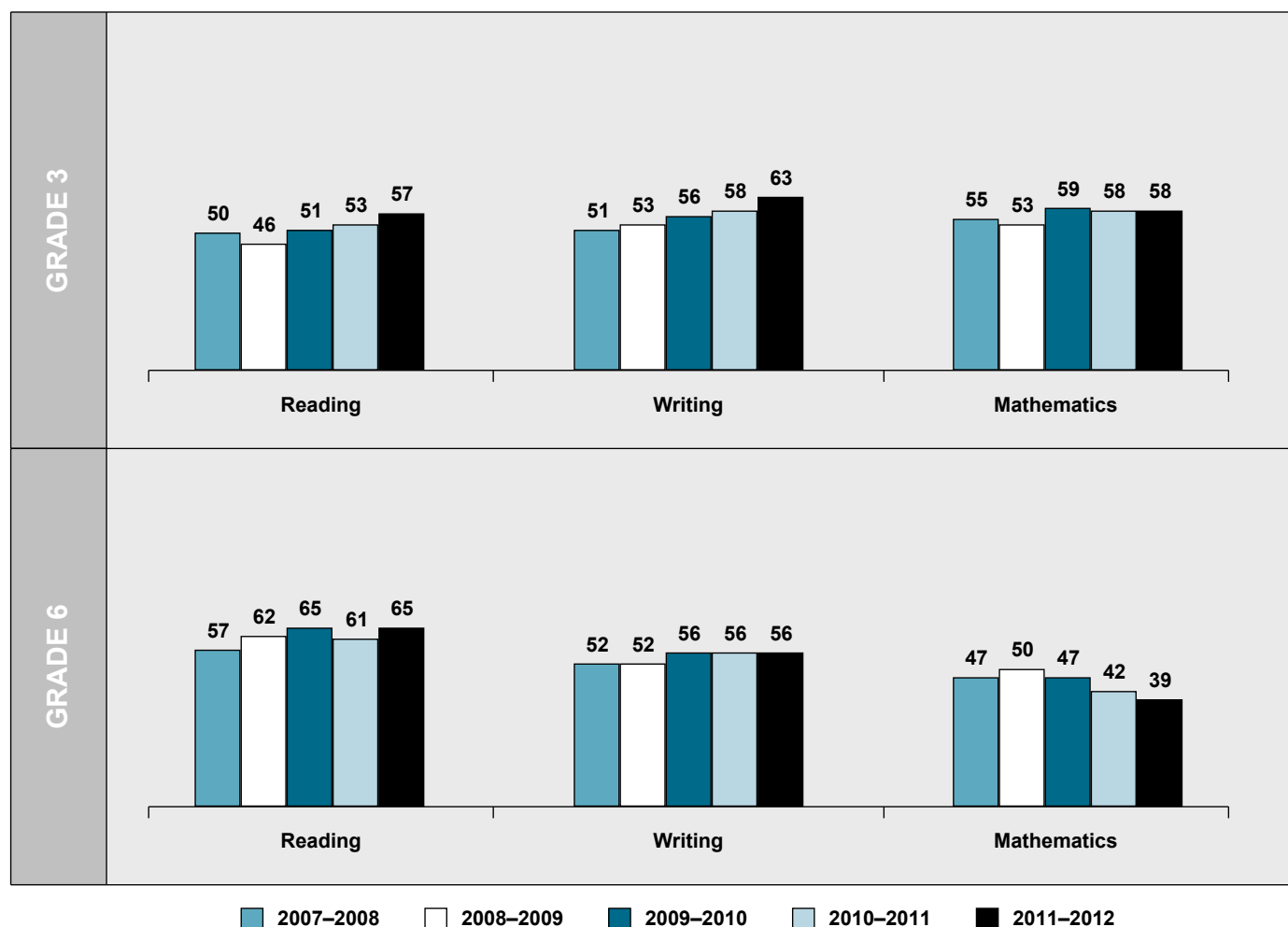
Board Name: Hastings and Prince Edward DSB (66222)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	21%	26%
First language learned at home other than English	2%	2%
Number of schools	37	37

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 060	1 054	1 055	1 017	1 004
Grade 3 mathematics	1 060	1 054	1 055	1 017	1 004
Grade 6	1 205	1 169	1 189	1 093	1 049

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

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



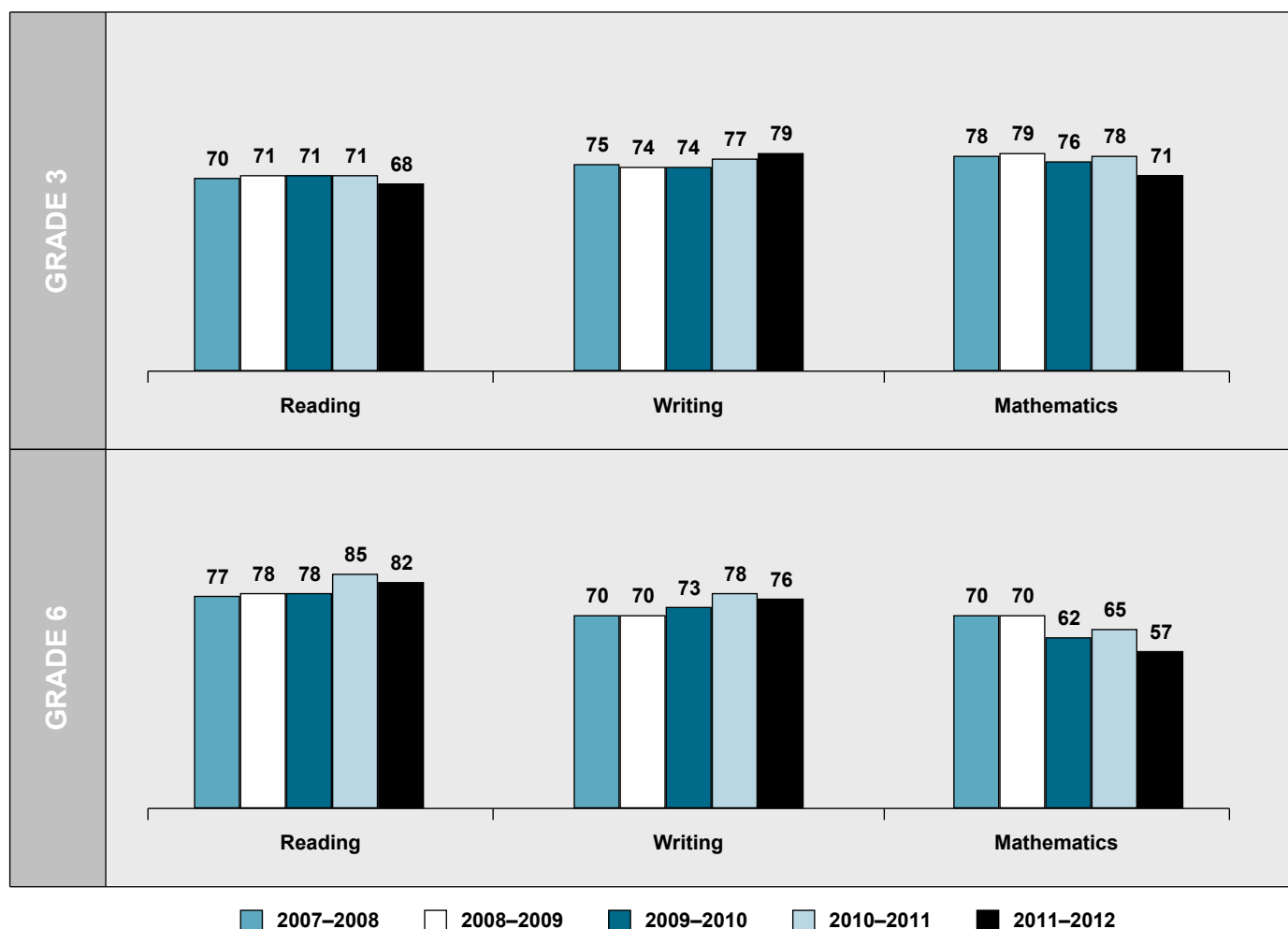
Board Name: Huron-Perth Catholic DSB (67016)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	<1%
Students with special education needs (excluding gifted)	21%	20%
First language learned at home other than English	2%	3%
Number of schools	15	15

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	342	300	326	303	301
Grade 3 mathematics	342	300	326	303	301
Grade 6	338	337	365	336	307

*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**



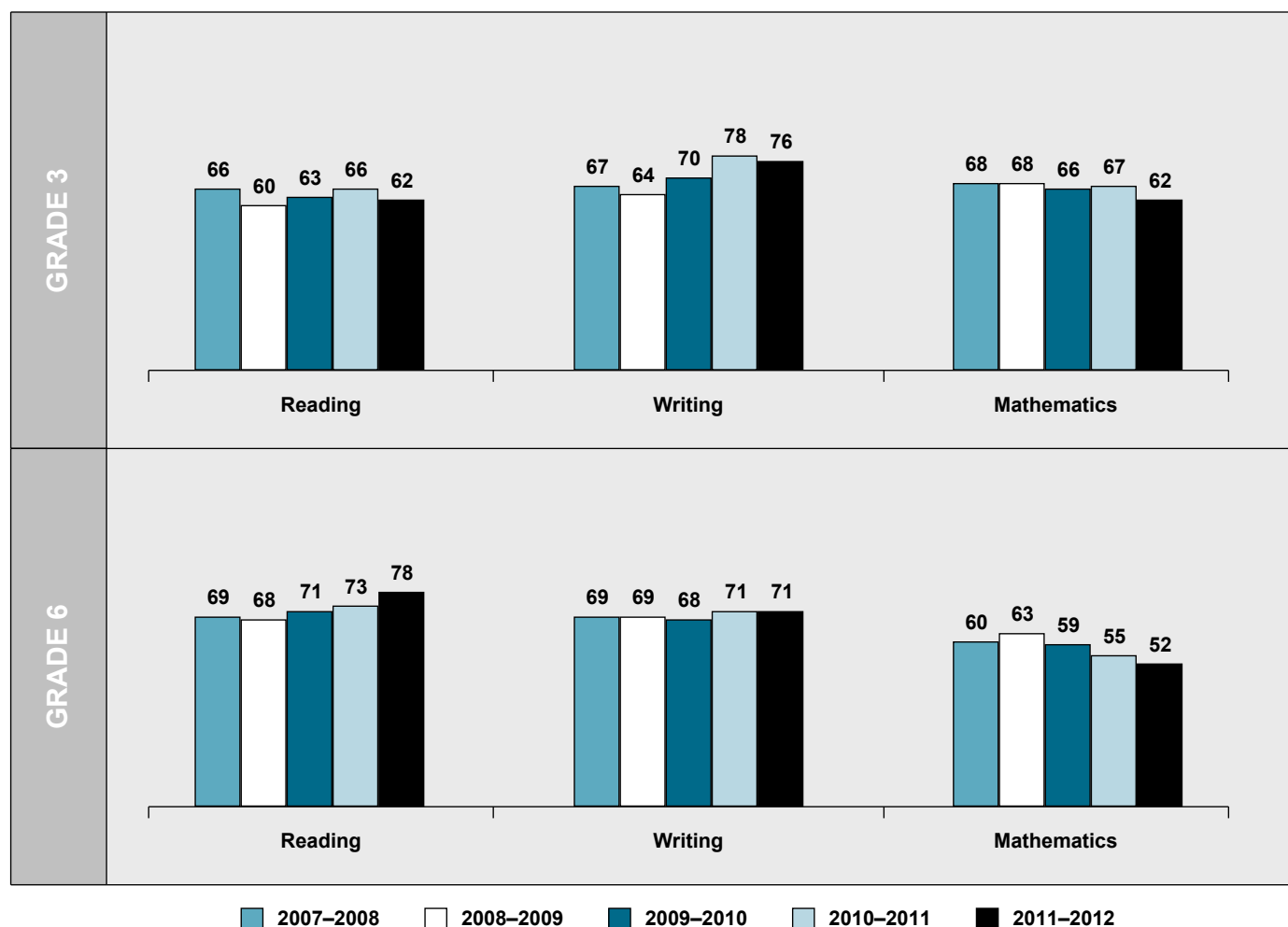
Board Name: Huron-Superior Catholic DSB (29025)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	29%	23%
First language learned at home other than English	1%	1%
Number of schools	24	23

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	420	403	394	357	384
Grade 3 mathematics	420	403	394	357	384
Grade 6	442	471	465	438	418

*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**



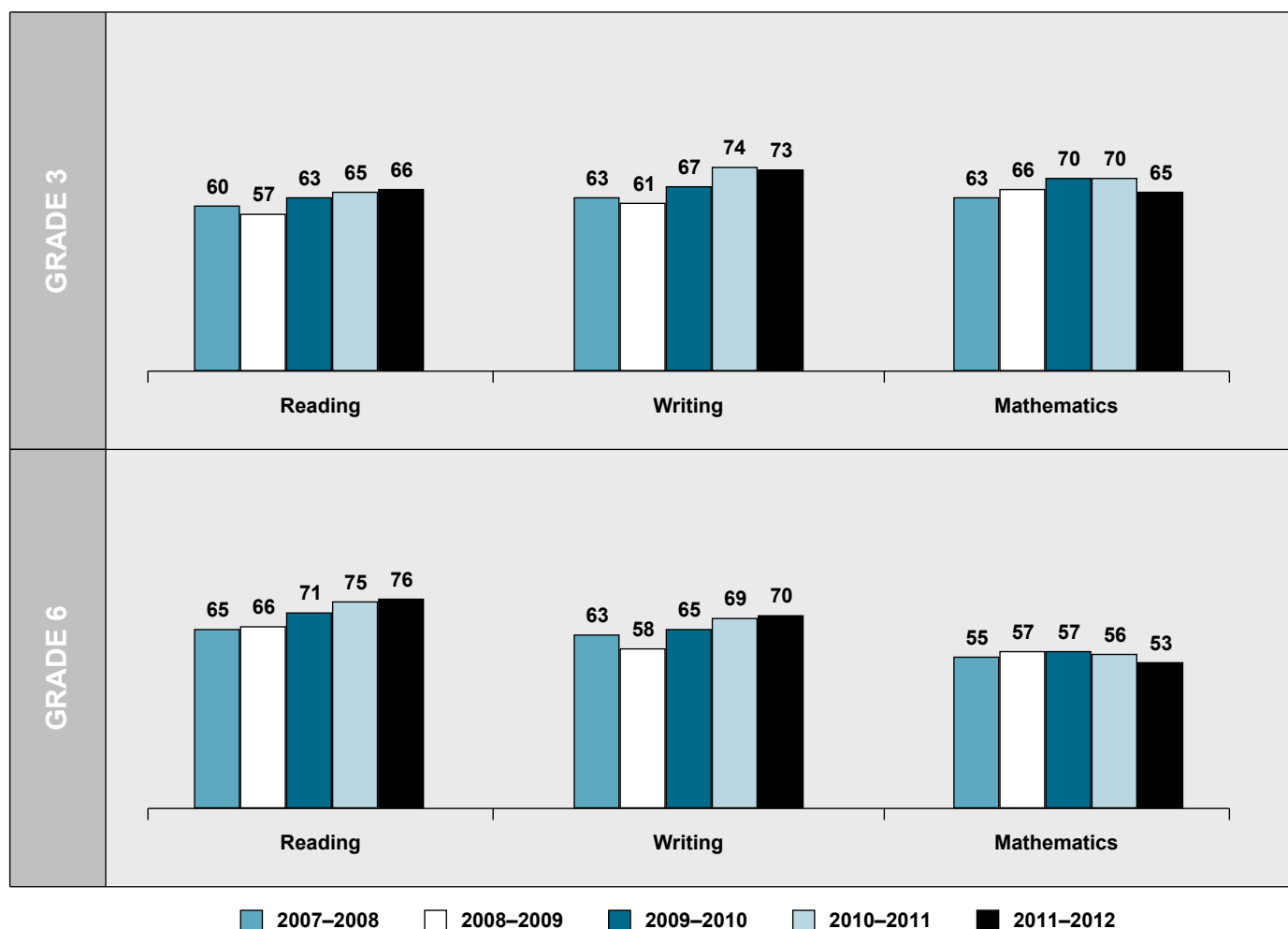
Board Name: Kawartha Pine Ridge DSB (66079)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	<1%
Students with special education needs (excluding gifted)	22%	26%
First language learned at home other than English	2%	1%
Number of schools	68	68

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	2 308	2 180	2 251	2 201	2 060
Grade 3 mathematics	2 308	2 180	2 202	2 201	2 060
Grade 6	2 685	2 507	2 497	2 327	2 246

*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**



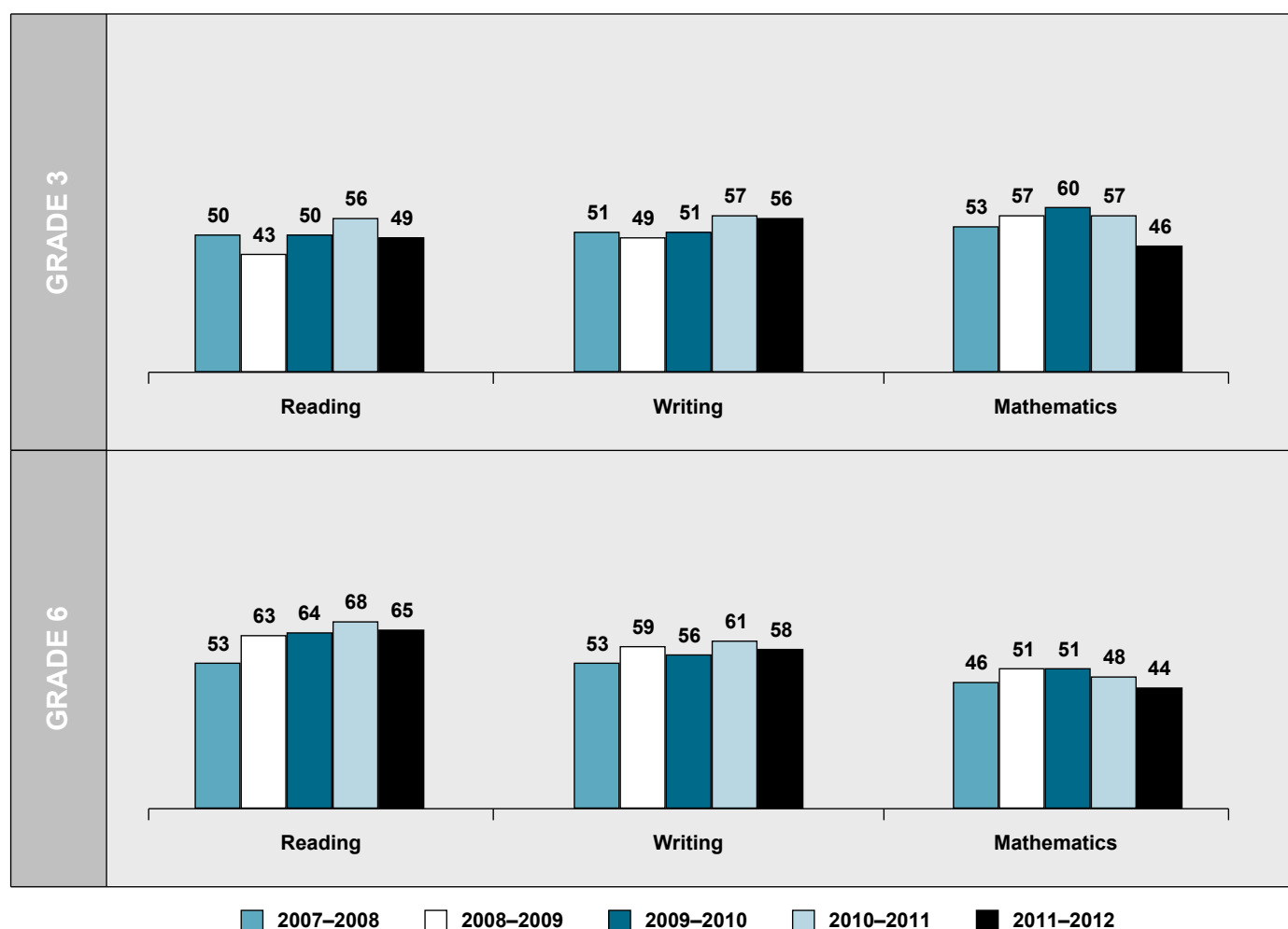
Board Name: Keewatin-Patricia DSB (28045)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	25%	23%
First language learned at home other than English	1%	1%
Number of schools	16	17

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	330	313	288	292	282
Grade 3 mathematics	330	313	288	292	282
Grade 6	412	357	348	317	313

*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**



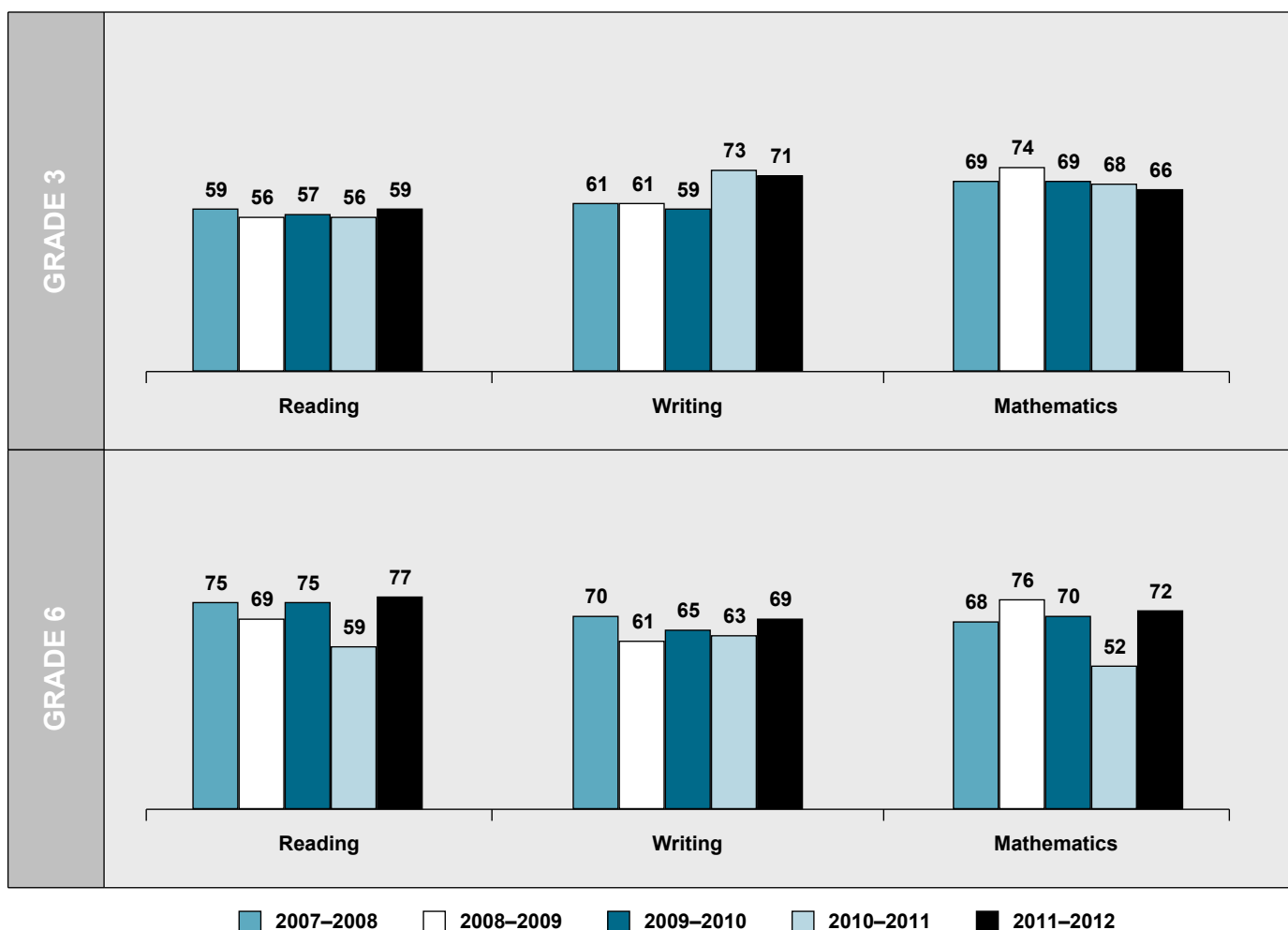
Board Name: Kenora Catholic DSB (29050)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	0%
Students with special education needs (excluding gifted)	22%	19%
First language learned at home other than English	0%	1%
Number of schools	4	4

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	98	87	125	97	100
Grade 3 mathematics	98	87	125	97	100
Grade 6	106	100	103	115	93

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

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



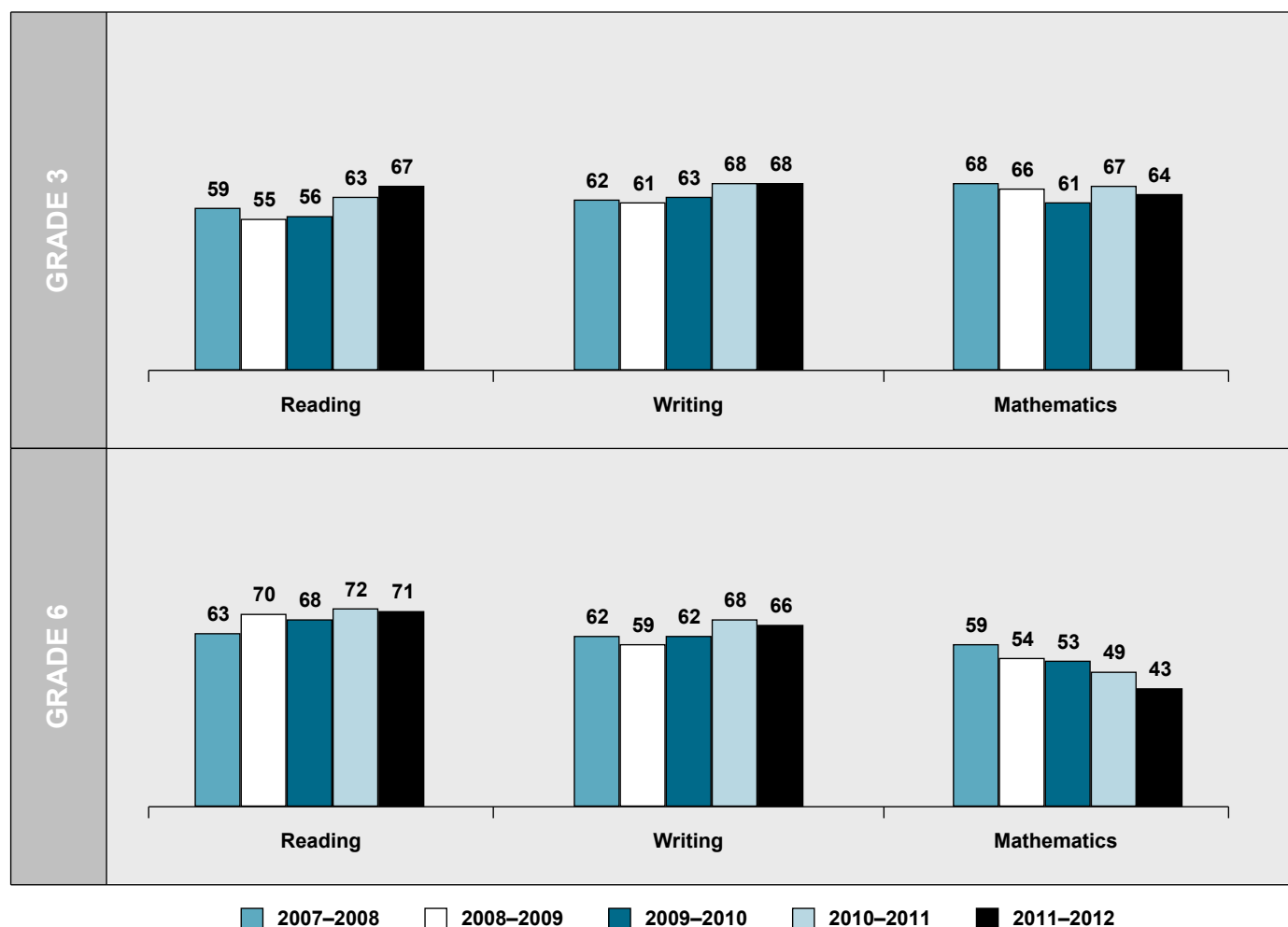
Board Name: Lakehead DSB (28061)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	29%	28%
First language learned at home other than English	3%	1%
Number of schools	24	24

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	708	594	626	590	619
Grade 3 mathematics	708	594	626	590	619
Grade 6	816	639	716	731	616

*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**



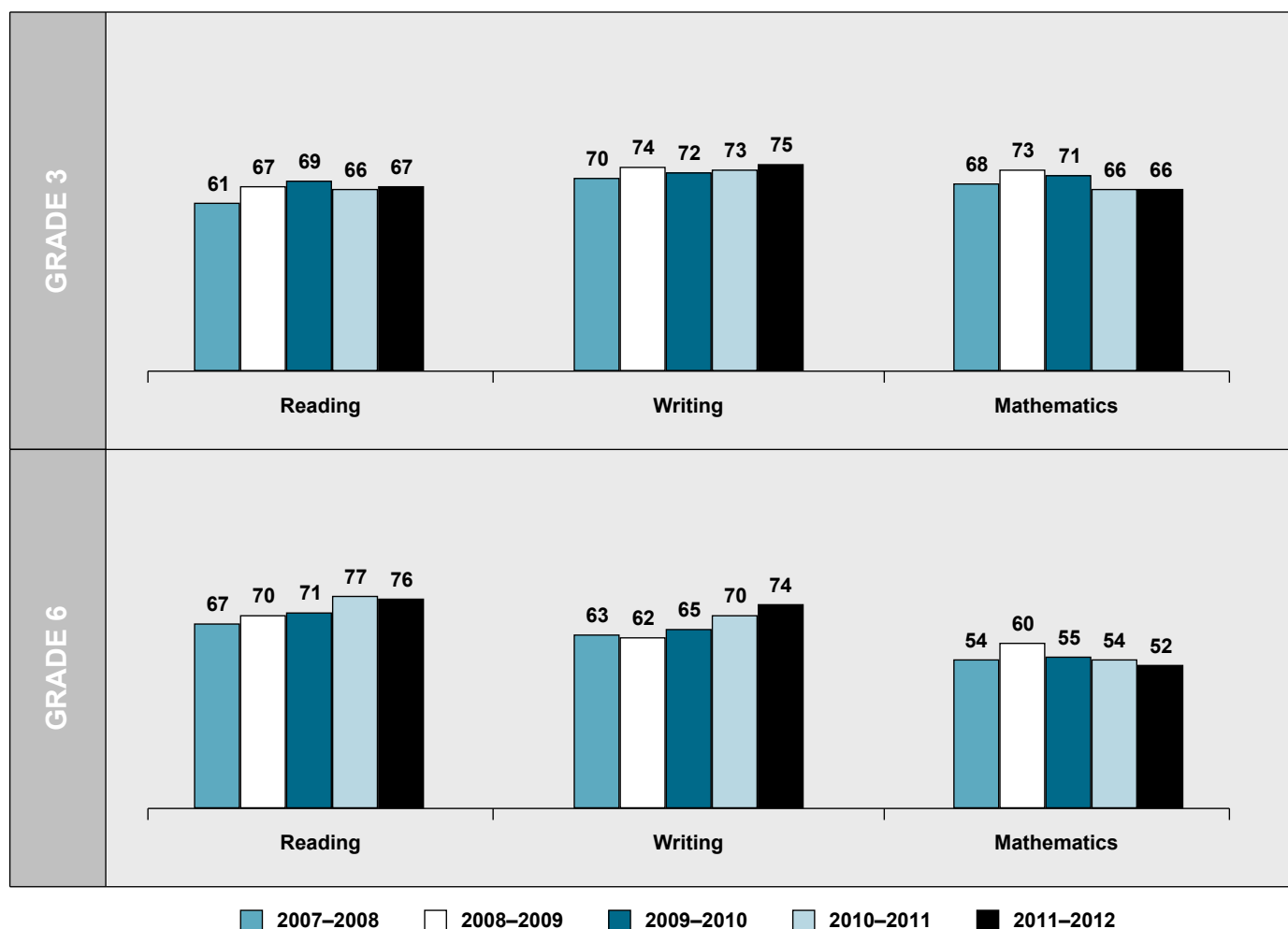
Board Name: Lambton Kent District School Board (66036)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	25%	27%
First language learned at home other than English	2%	4%
Number of schools	52	52

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 522	1 484	1 576	1 441	1 445
Grade 3 mathematics	1 522	1 484	1 576	1 441	1 445
Grade 6	1 730	1 714	1 658	1 544	1 500

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

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



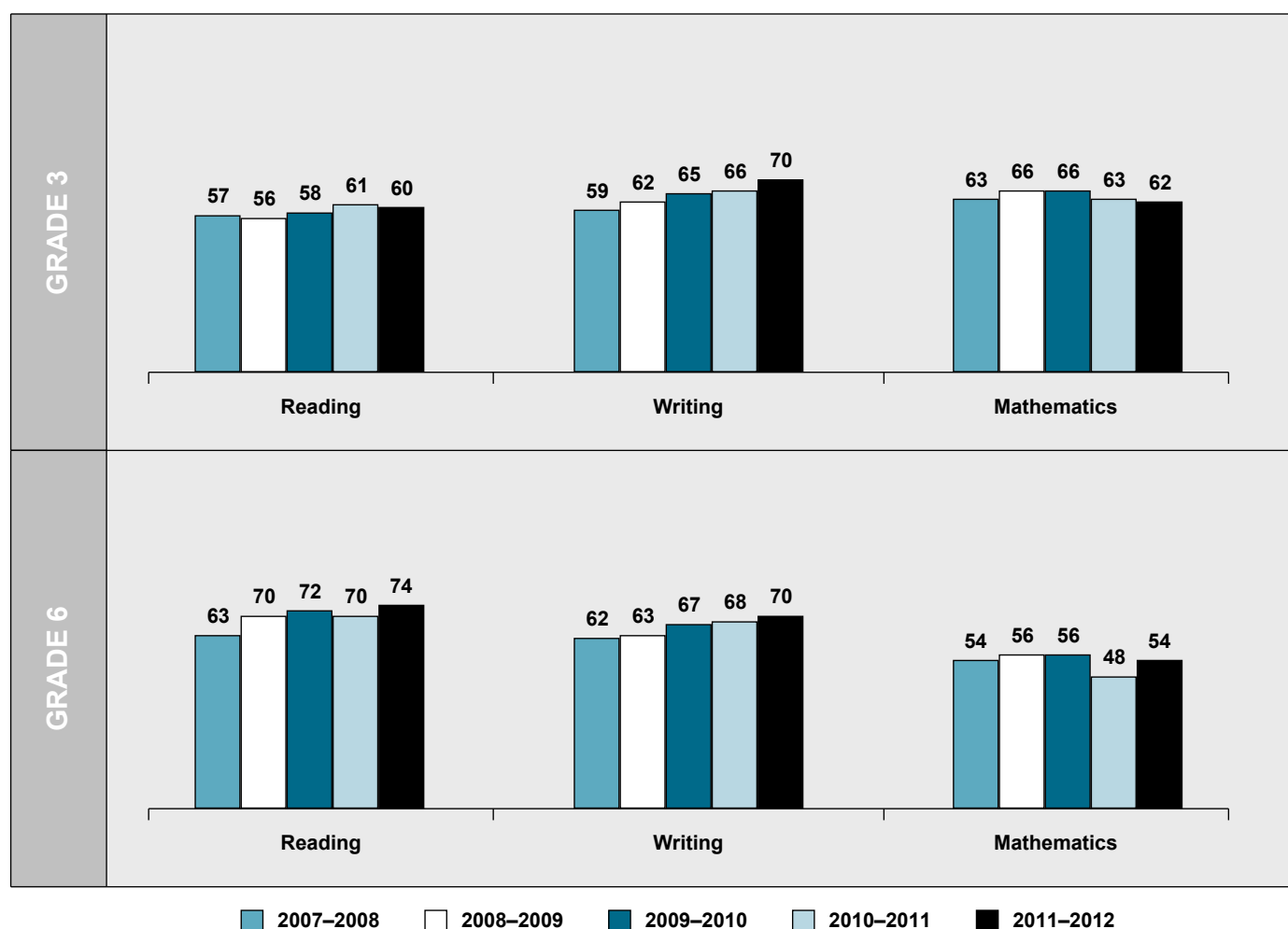
Board Name: Limestone DSB (66206)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	25%	27%
First language learned at home other than English	3%	3%
Number of schools	50	48

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 342	1 306	1 321	1 317	1 274
Grade 3 mathematics	1 342	1 306	1 321	1 317	1 274
Grade 6	1 527	1 392	1 387	1 355	1 340

*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**



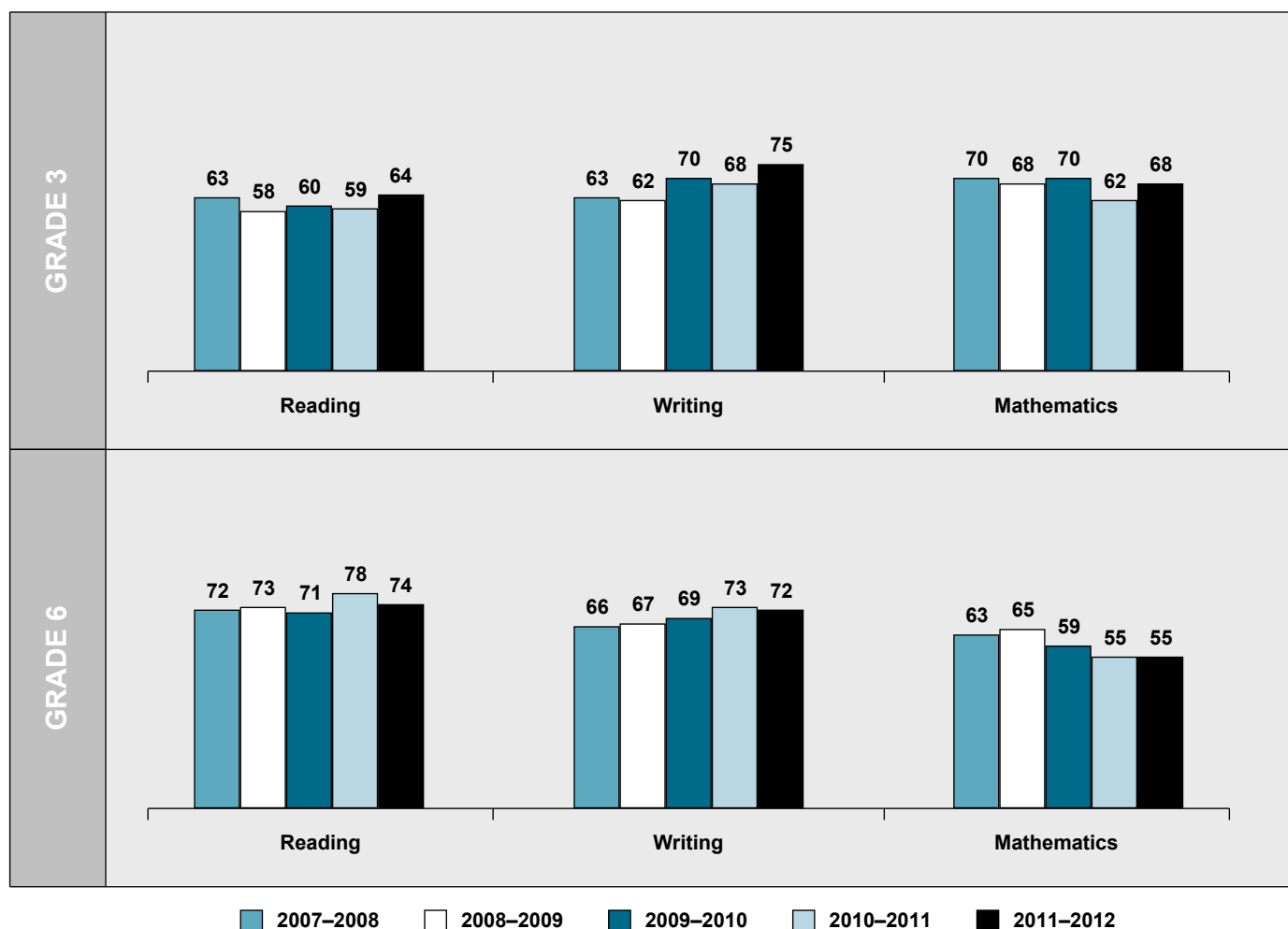
Board Name: London District Catholic School Board (67032)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	3%
Students with special education needs (excluding gifted)	9%	16%
First language learned at home other than English	6%	10%
Number of schools	45	46

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 298	1 197	1 216	1 123	1 166
Grade 3 mathematics	1 377	1 291	1 321	1 236	1 264
Grade 6	1 489	1 461	1 440	1 382	1 317

*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**



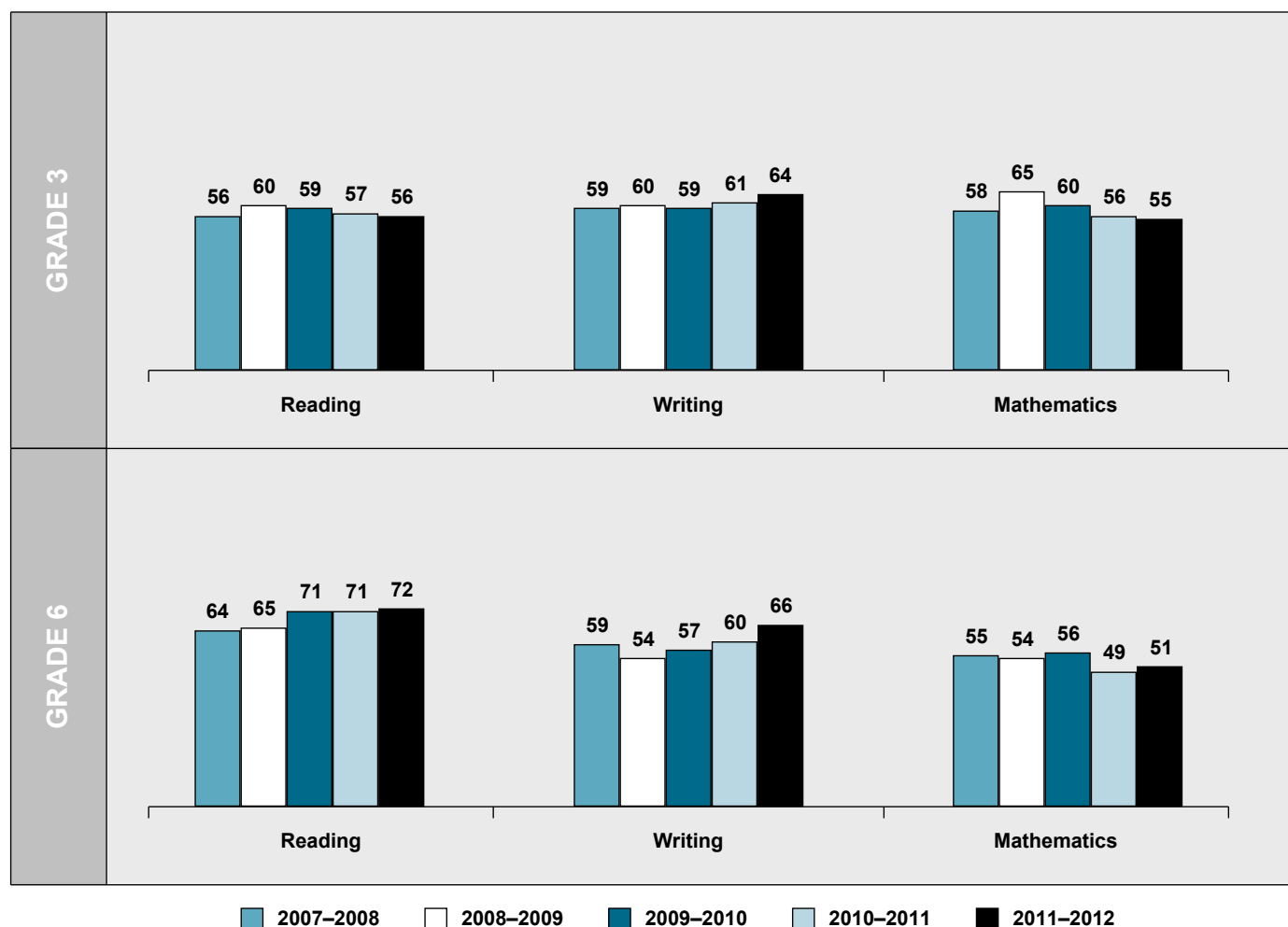
Board Name: Near North DSB (28037)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	34%	33%
First language learned at home other than English	1%	<1%
Number of schools	31	33

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	716	657	671	659	608
Grade 3 mathematics	716	657	671	659	608
Grade 6	776	755	777	717	690

*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**



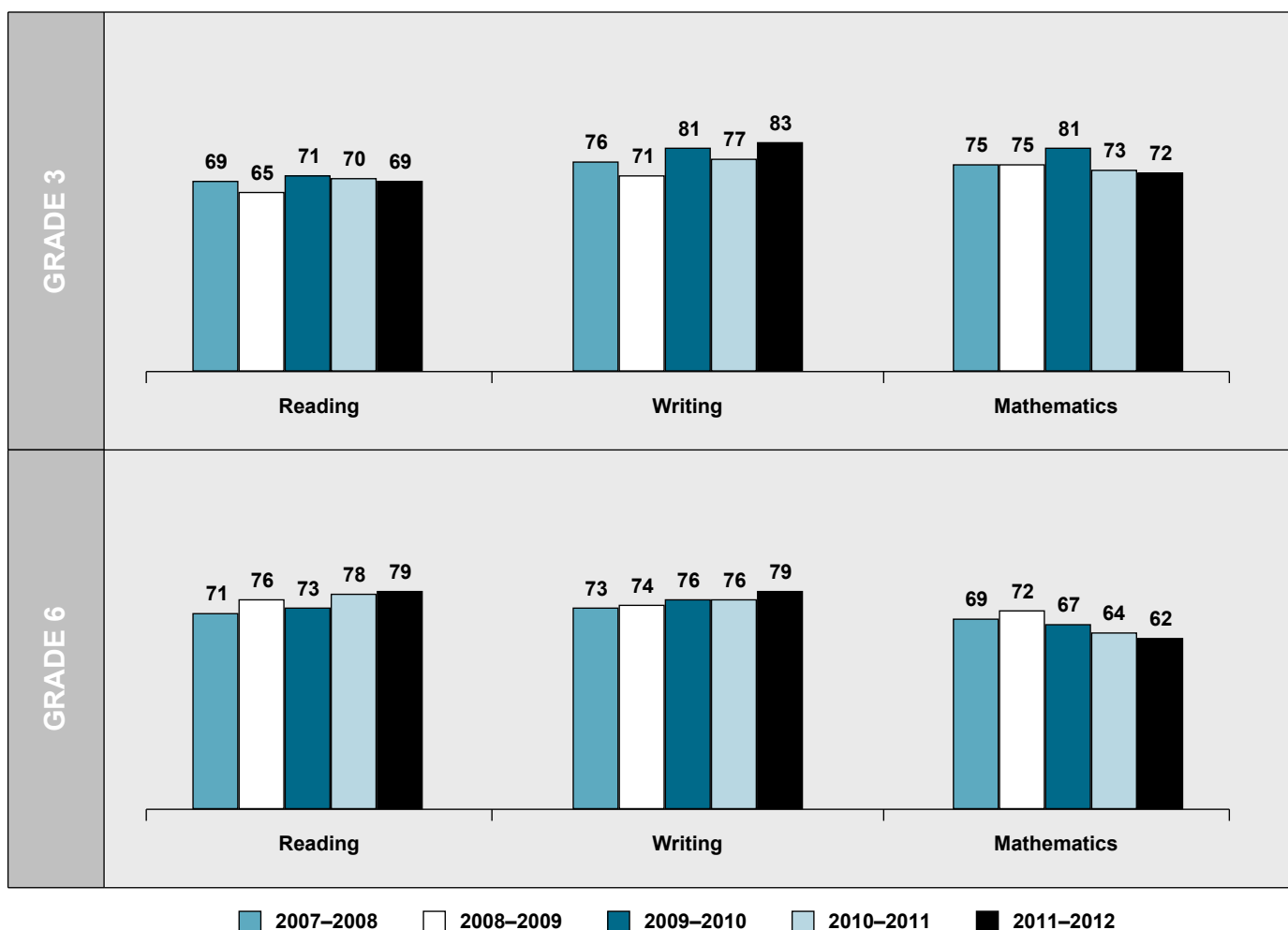
Board Name: Niagara Catholic DSB (67156)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	19%	21%
First language learned at home other than English	7%	7%
Number of schools	49	49

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 600	1 507	1 595	1 506	1 562
Grade 3 mathematics	1 600	1 507	1 595	1 506	1 562
Grade 6	1 728	1 593	1 729	1 645	1 566

*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**



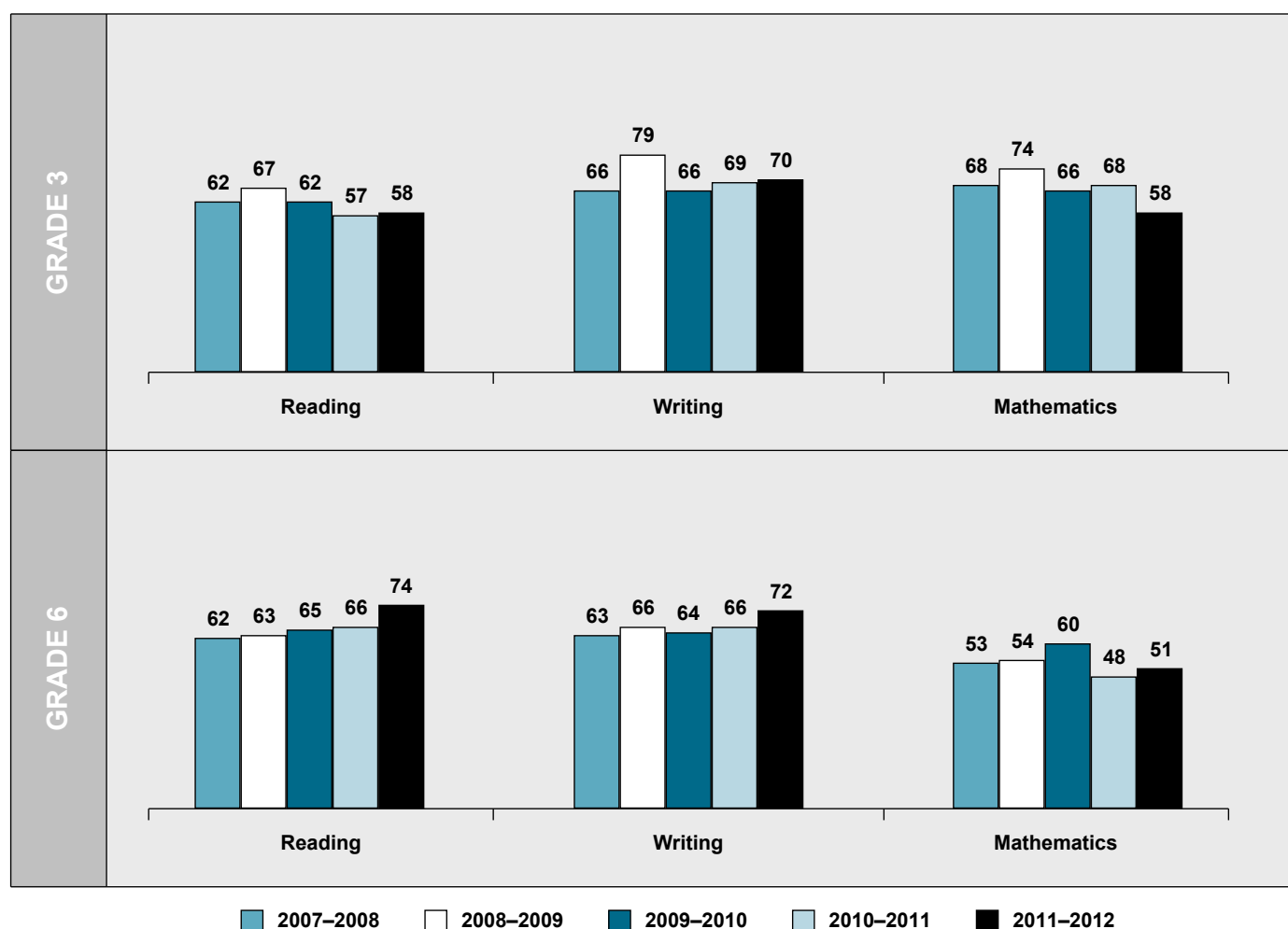
Board Name: Nipissing-Parry Sound Catholic DSB (29017)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	33%	40%
First language learned at home other than English	<1%	2%
Number of schools	12	12

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	212	238	205	212	233
Grade 3 mathematics	212	238	205	212	233
Grade 6	243	234	235	218	243

*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**



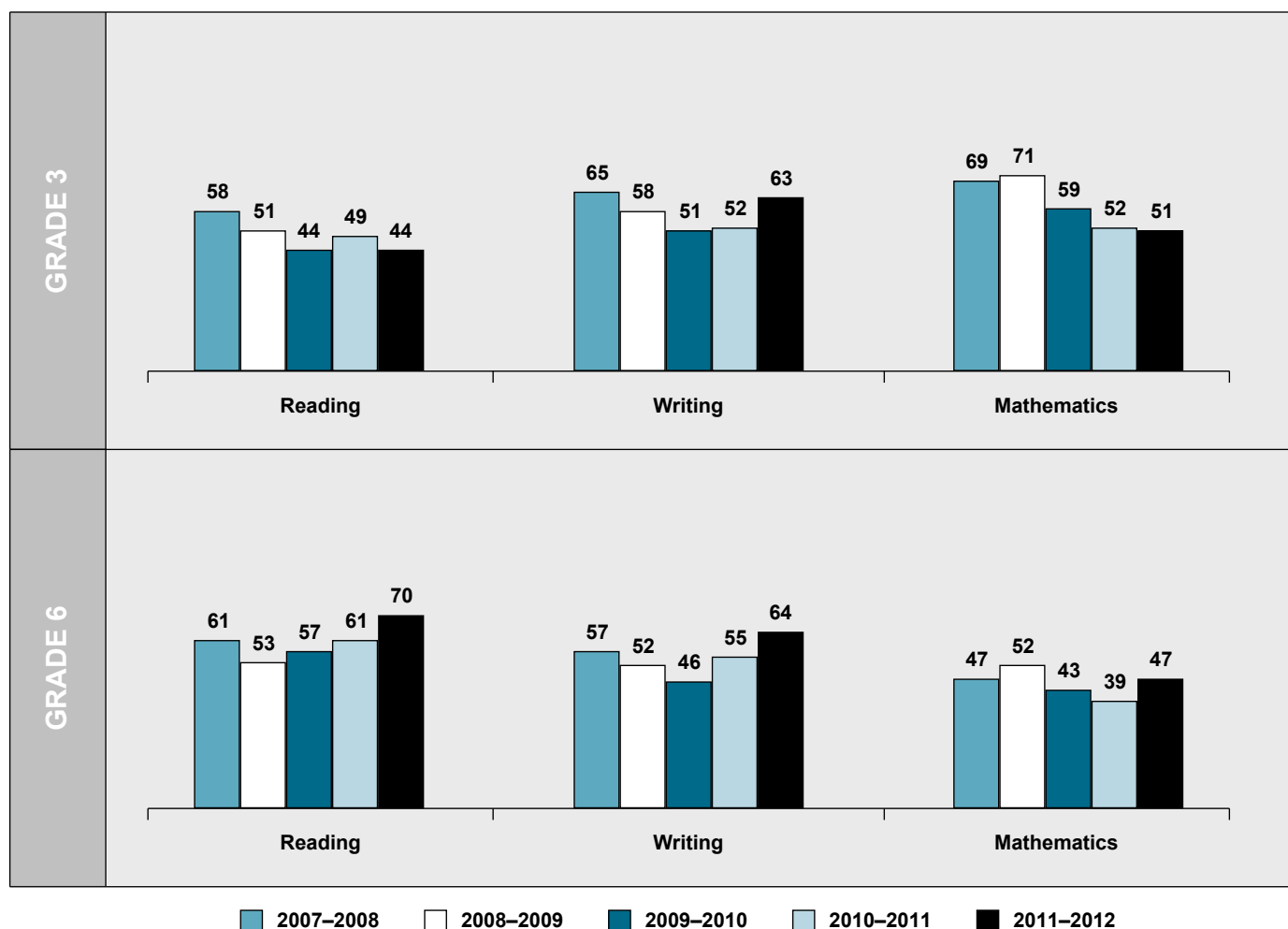
Board Name: Northeastern Catholic DSB (29009)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	36%	30%
First language learned at home other than English	7%	5%
Number of schools	11	11

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	189	195	209	187	193
Grade 3 mathematics	189	195	209	187	193
Grade 6	263	256	247	192	208

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

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



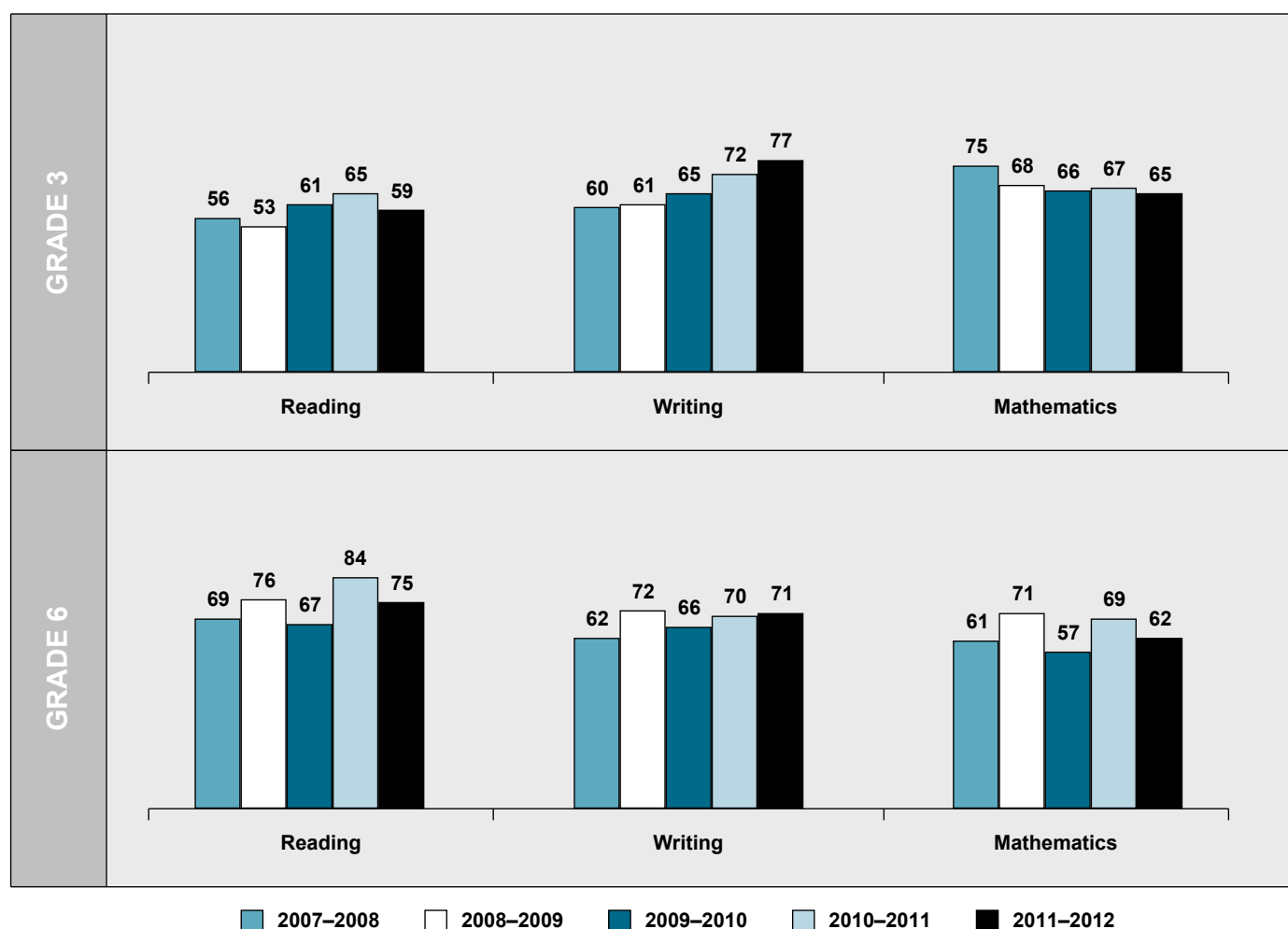
Board Name: Northwest Catholic DSB (29041)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	29%	24%
First language learned at home other than English	2%	1%
Number of schools	5	5

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	135	140	128	125	115
Grade 3 mathematics	135	140	128	125	115
Grade 6	130	119	175	140	161

*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**



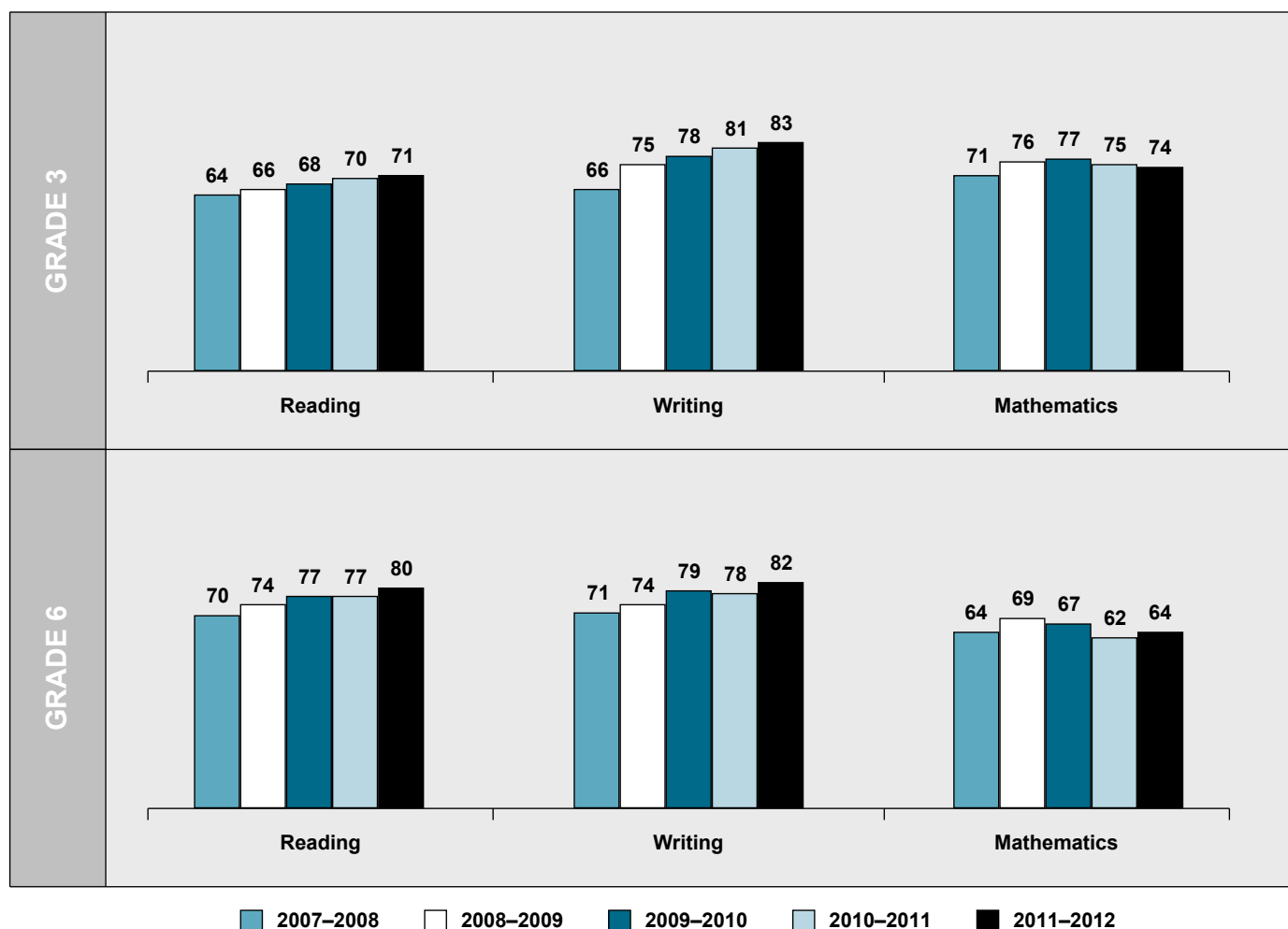
Board Name: Ottawa Catholic District School Board (67180)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	9%	7%
Students with special education needs (excluding gifted)	17%	20%
First language learned at home other than English	7%	9%
Number of schools	64	64

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	2 504	2 331	2 372	2 295	2 366
Grade 3 mathematics	2 504	2 331	2 371	2 295	2 366
Grade 6	2 819	2 736	2 745	2 652	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**



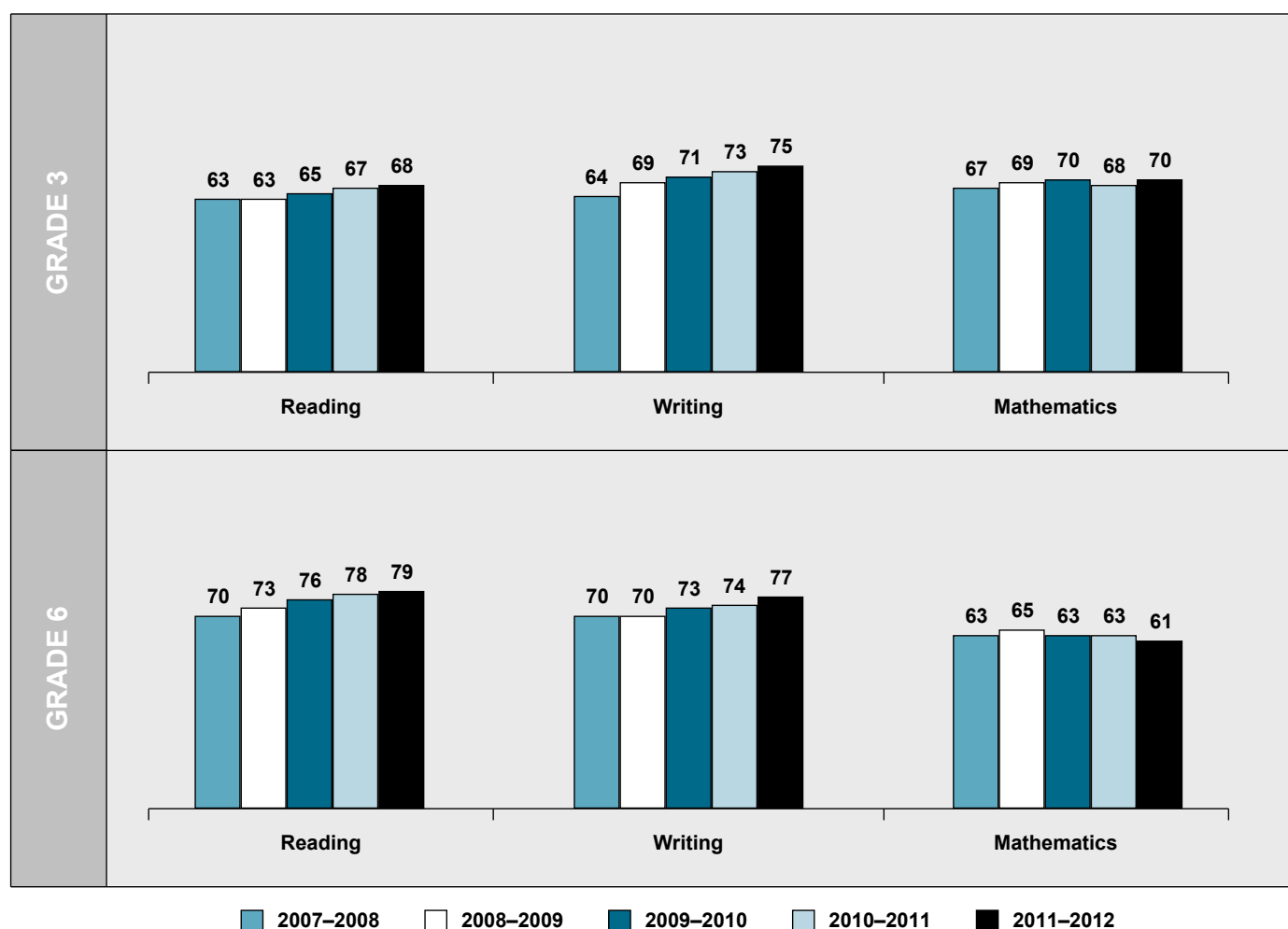
Board Name: Ottawa-Carleton DSB (66184)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	22%	18%
Students with special education needs (excluding gifted)	16%	21%
First language learned at home other than English	26%	26%
Number of schools	104	91

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	4 668	4 619	4 775	4 806	5 067
Grade 3 mathematics	4 667	4 619	4 774	4 806	5 067
Grade 6	5 055	4 904	4 840	4 768	4 827

*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**



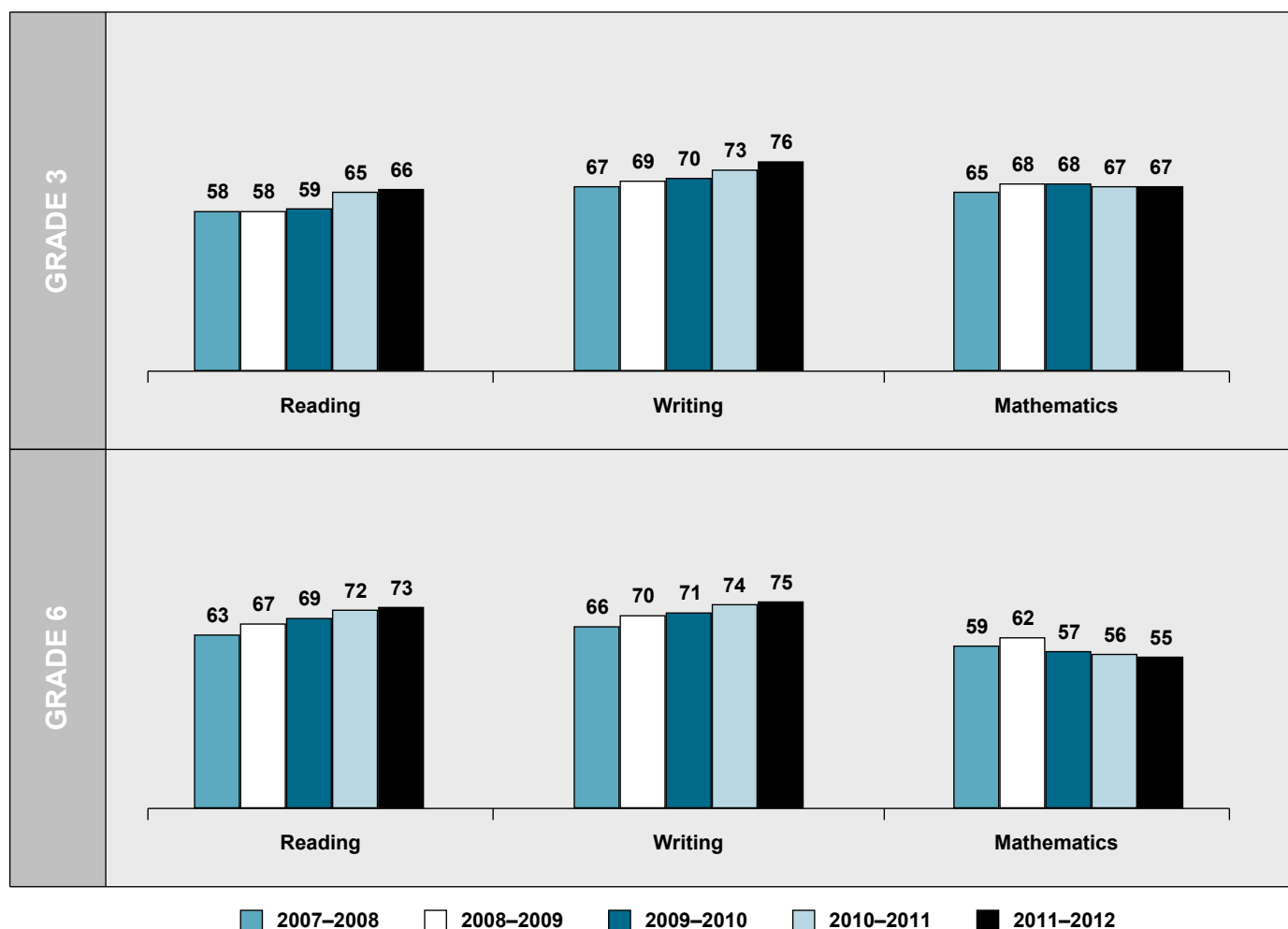
Board Name: Peel District School Board (66125)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	36%	16%
Students with special education needs (excluding gifted)	8%	11%
First language learned at home other than English	51%	51%
Number of schools	154	90

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	10 719	10 563	10 849	10 643	11 022
Grade 3 mathematics	10 719	10 562	10 852	10 641	11 022
Grade 6	10 973	11 014	10 993	11 031	11 003

*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**



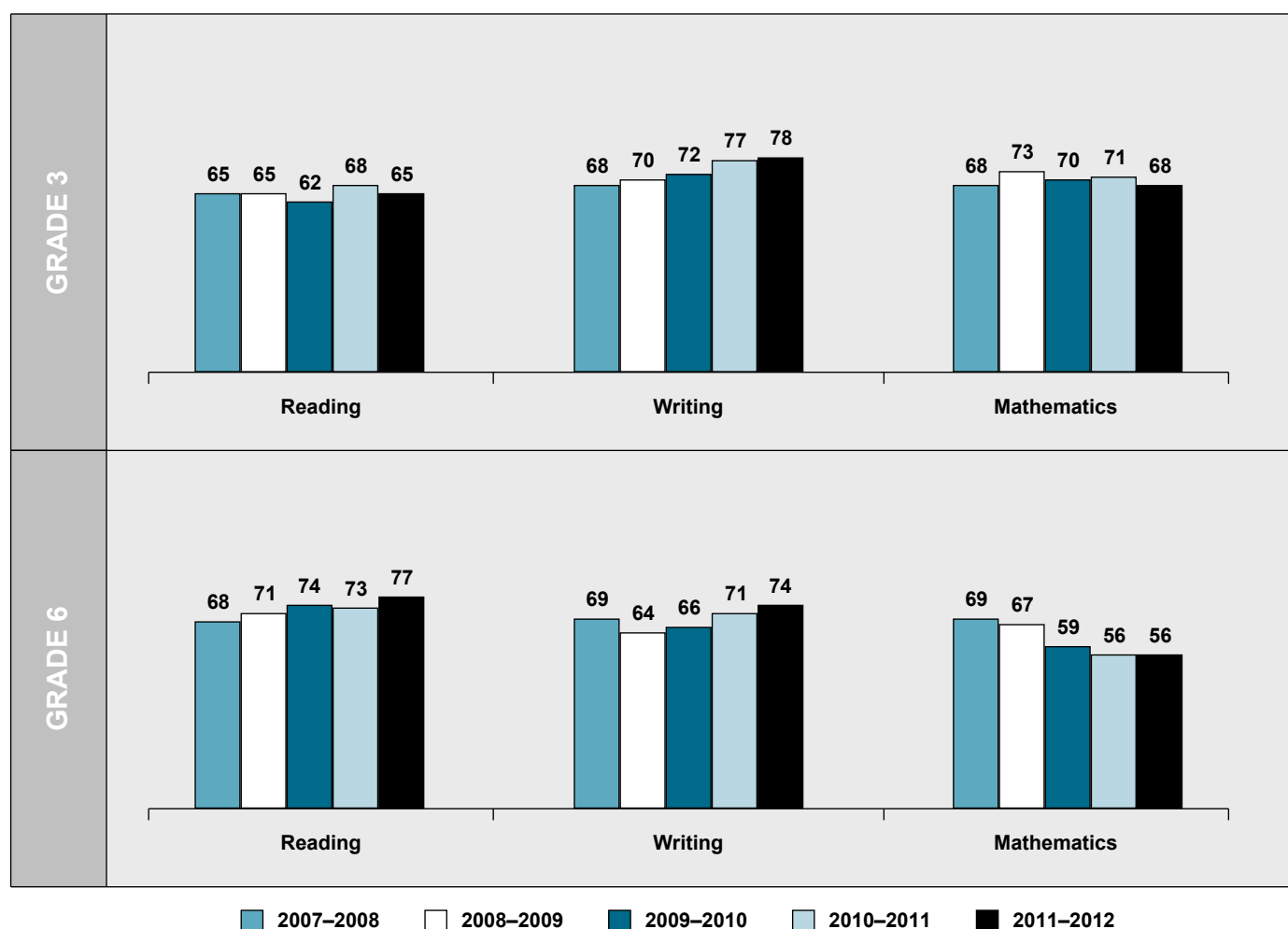
Board Name: Peterborough Victoria Northumberland and Clarington CDSB (67067)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	<1%
Students with special education needs (excluding gifted)	24%	31%
First language learned at home other than English	2%	2%
Number of schools	31	31

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	936	878	982	865	905
Grade 3 mathematics	936	878	981	863	905
Grade 6	1 098	954	1 032	984	923

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

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



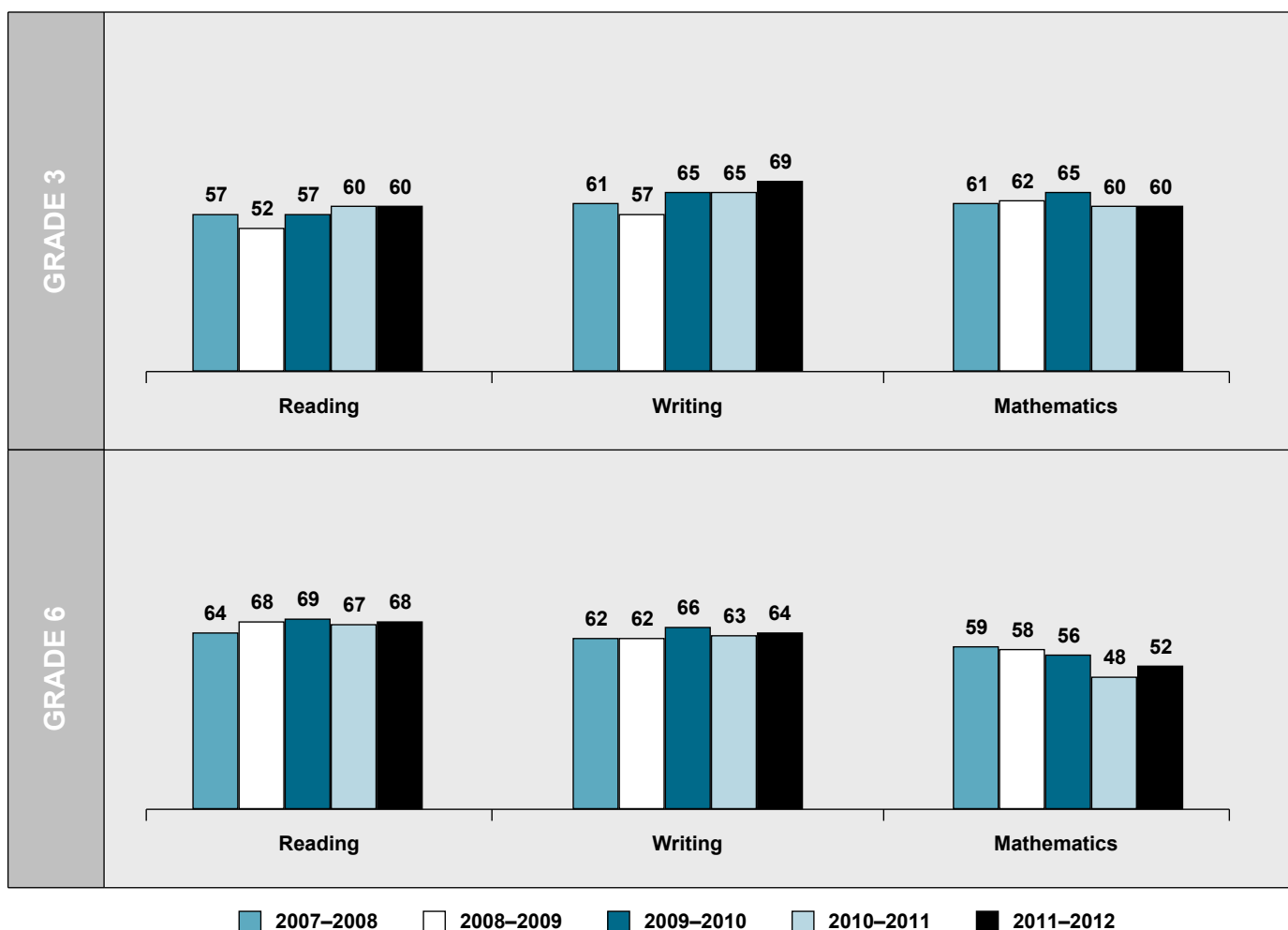
Board Name: Rainbow District School Board (28029)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	20%	26%
First language learned at home other than English	1%	2%
Number of schools	32	33

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	937	905	903	819	820
Grade 3 mathematics	937	905	903	819	820
Grade 6	1 023	1 025	914	956	931

*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**



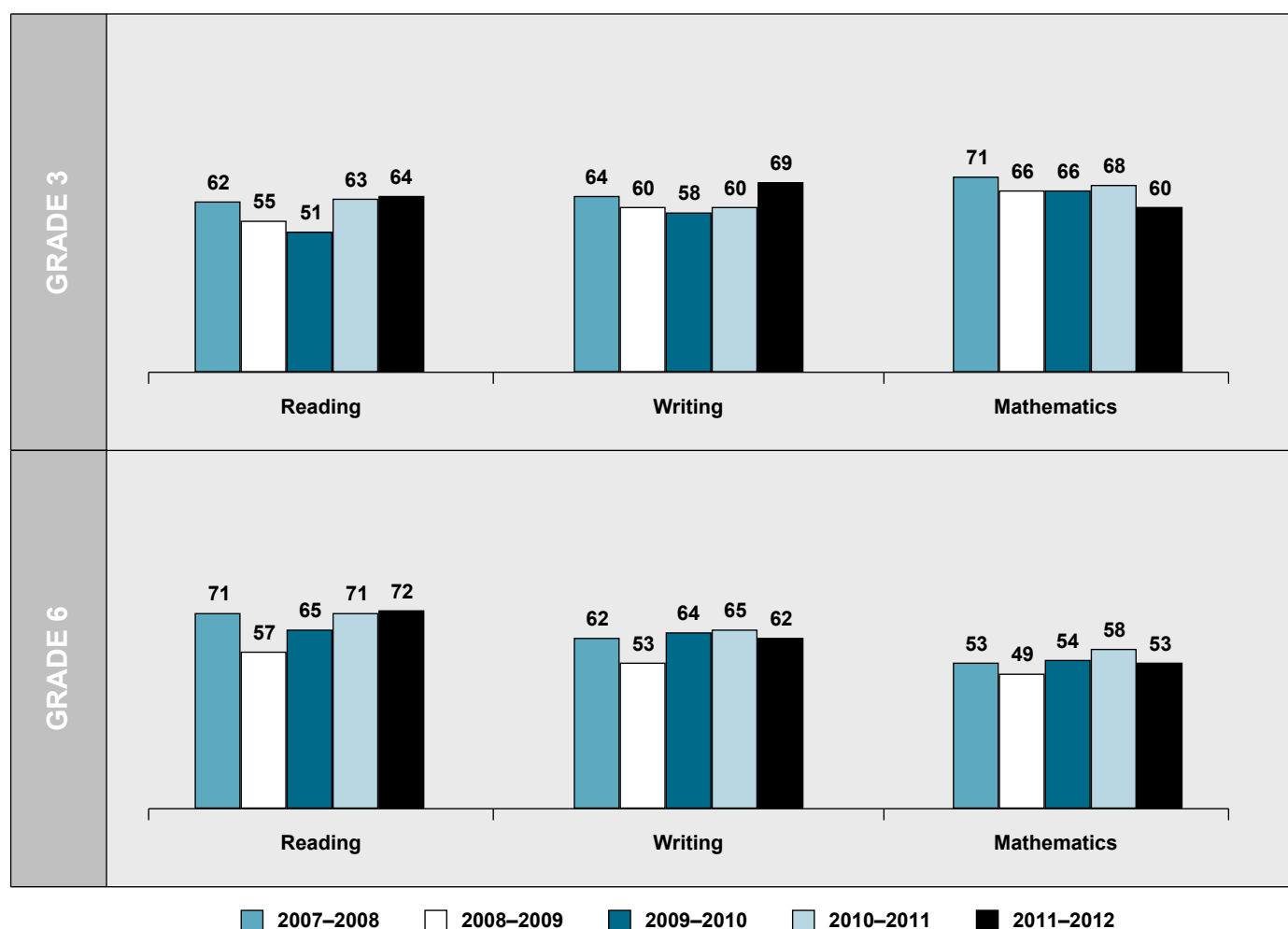
Board Name: Rainy River DSB (28053)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	26%	32%
First language learned at home other than English	1%	1%
Number of schools	10	10

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	167	164	172	182	163
Grade 3 mathematics	167	164	172	182	163
Grade 6	173	195	168	186	182

*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**



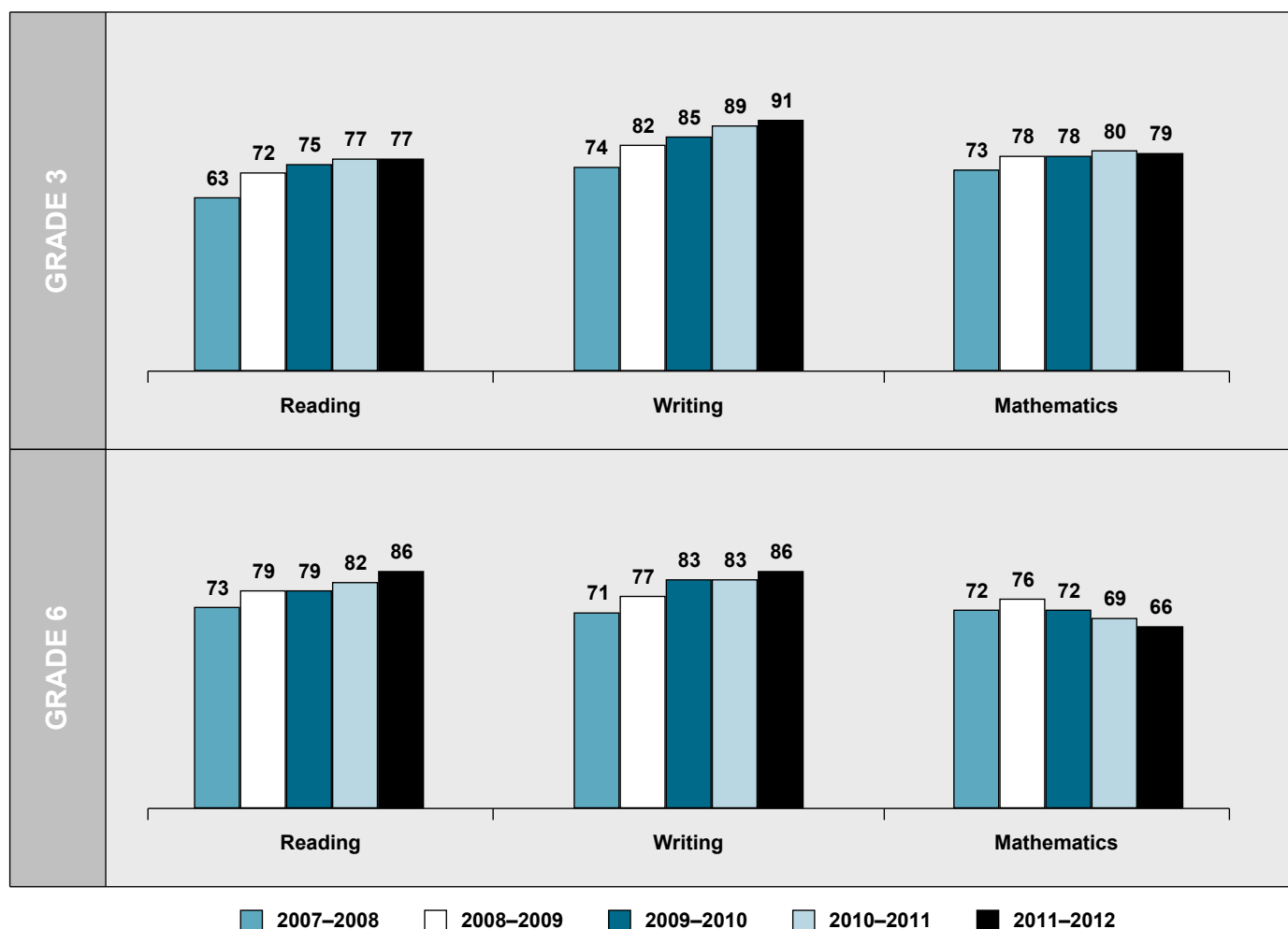
Board Name: Renfrew County Catholic DSB (67199)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	24%	27%
First language learned at home other than English	1%	1%
Number of schools	21	21

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	384	357	398	334	370
Grade 3 mathematics	384	357	398	334	370
Grade 6	368	354	383	372	361

*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**



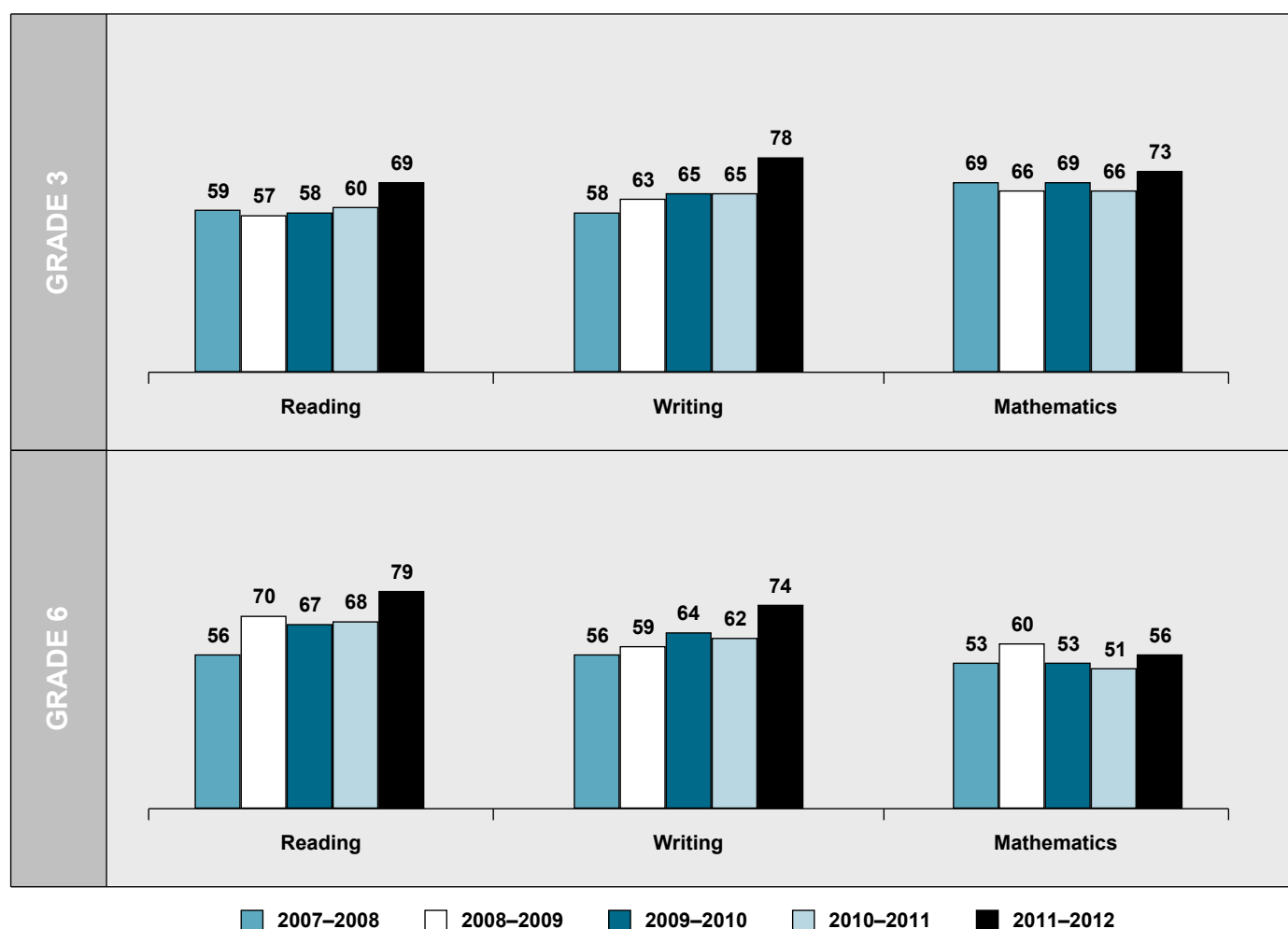
Board Name: Renfrew County DSB (66214)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	24%	22%
First language learned at home other than English	1%	2%
Number of schools	23	23

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	611	581	615	623	596
Grade 3 mathematics	611	581	615	623	596
Grade 6	695	645	652	636	590

*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**



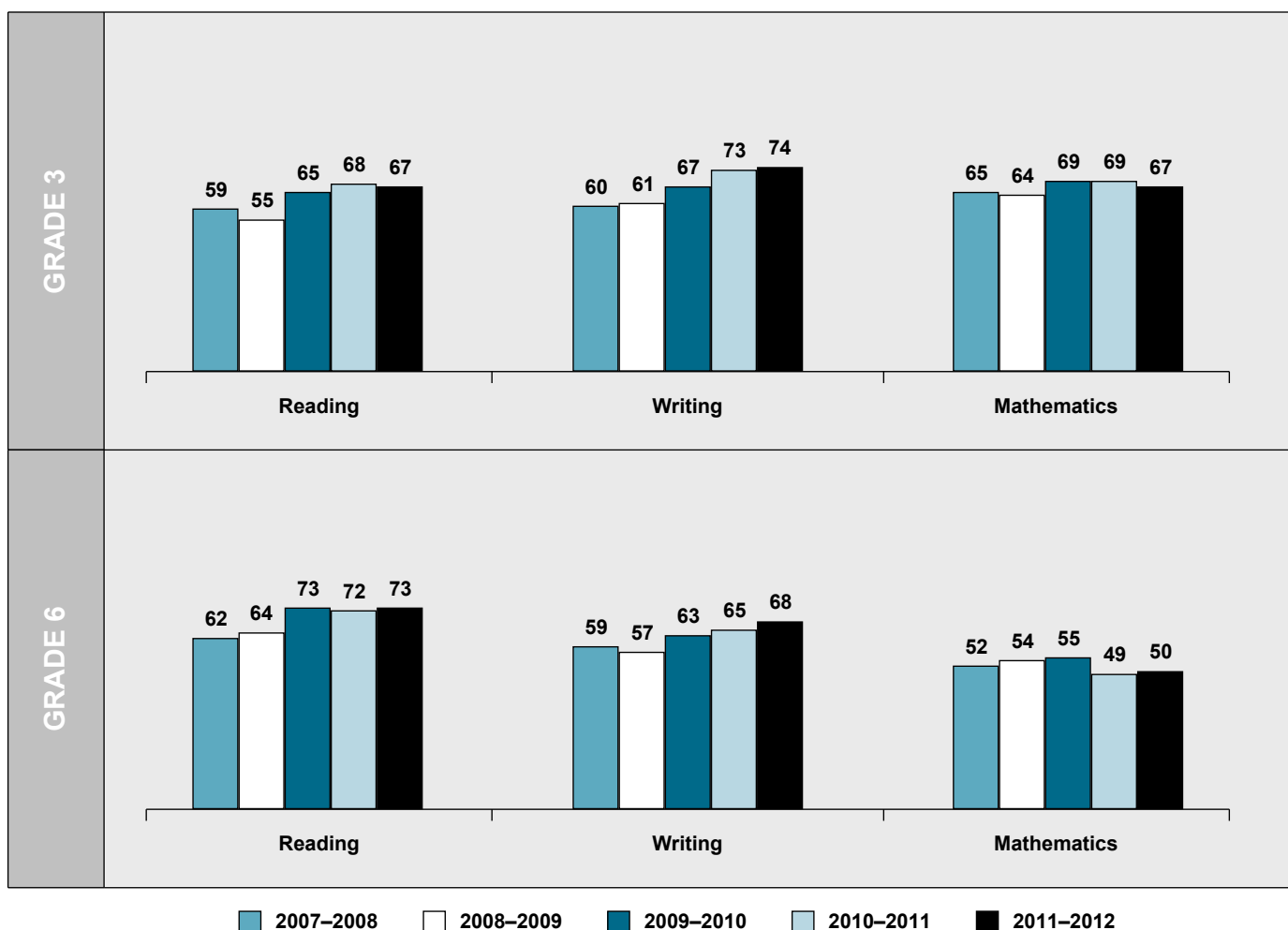
Board Name: Simcoe County DSB (66109)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	22%	24%
First language learned at home other than English	1%	3%
Number of schools	86	86

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	3 596	3 343	3 509	3 318	3 423
Grade 3 mathematics	3 596	3 343	3 509	3 318	3 423
Grade 6	3 884	3 793	3 718	3 767	3 471

*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**



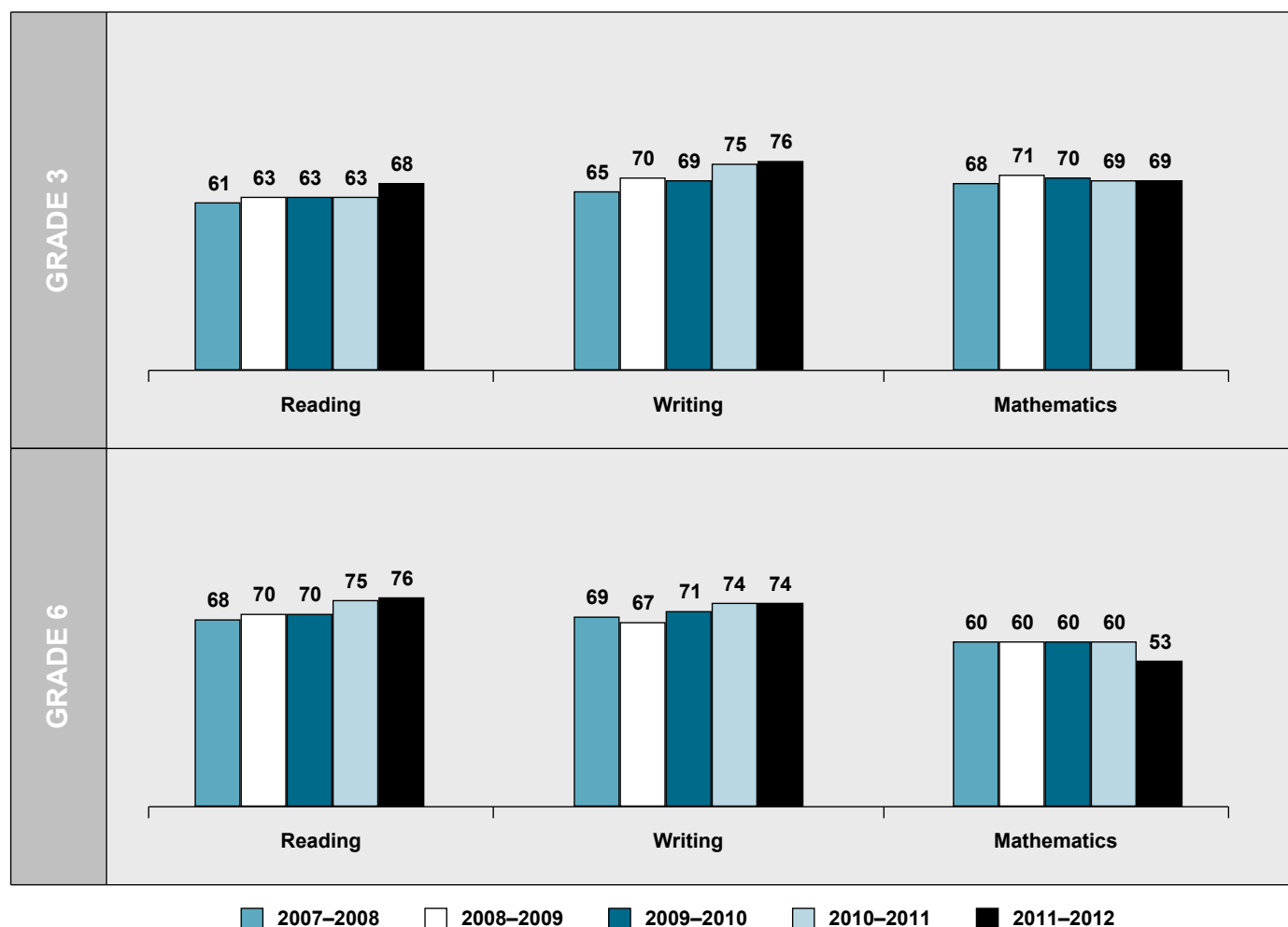
Board Name: Simcoe Muskoka Catholic DSB (67091)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	17%	21%
First language learned at home other than English	1%	2%
Number of schools	44	43

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 369	1 258	1 325	1 320	1 365
Grade 3 mathematics	1 369	1 258	1 325	1 320	1 365
Grade 6	1 645	1 457	1 513	1 386	1 333

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

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



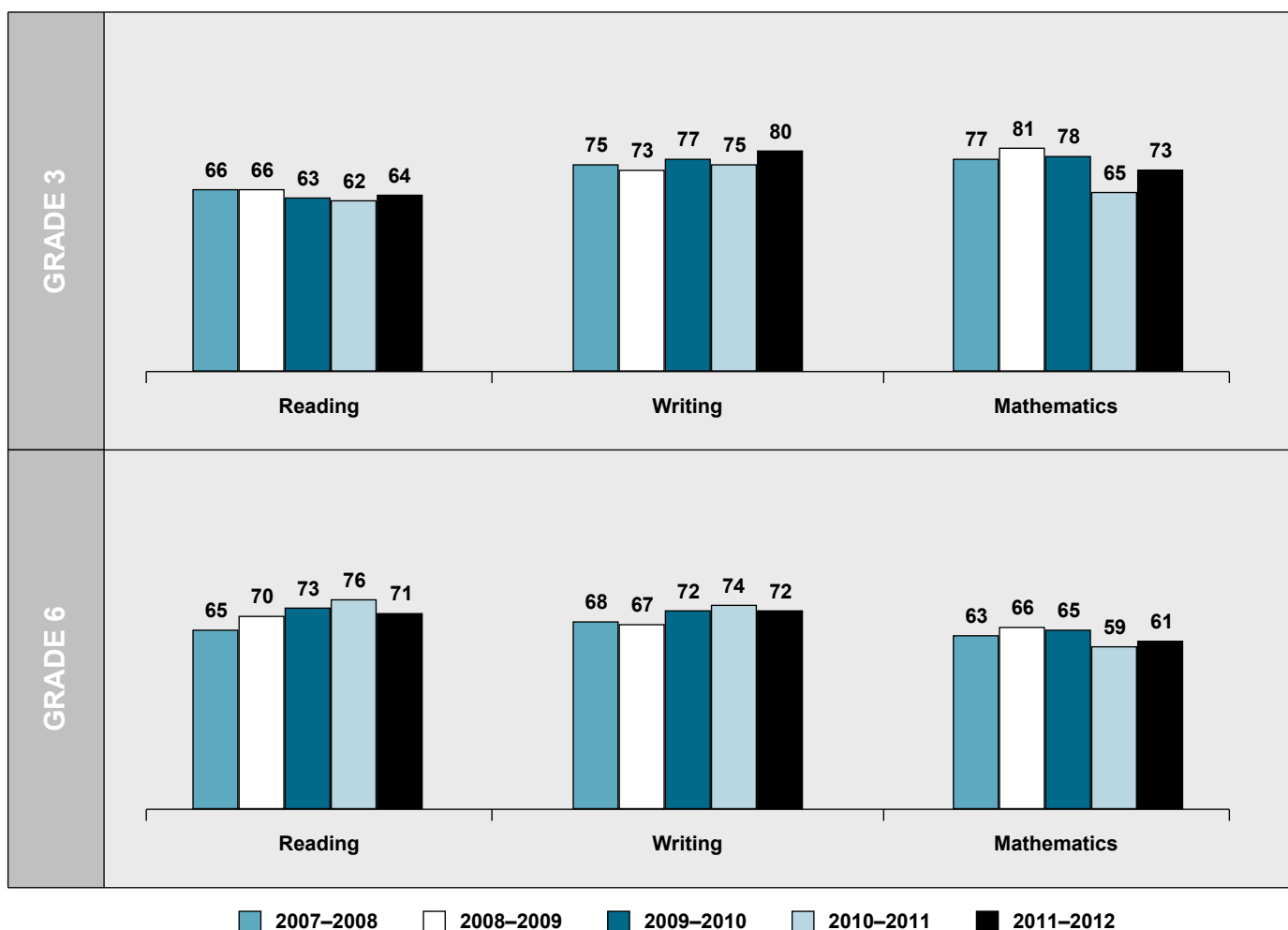
Board Name: St. Clair Catholic District School Board (67040)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	23%	27%
First language learned at home other than English	<1%	<1%
Number of schools	26	26

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	767	658	673	642	648
Grade 3 mathematics	767	658	673	642	648
Grade 6	813	762	758	753	646

*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**



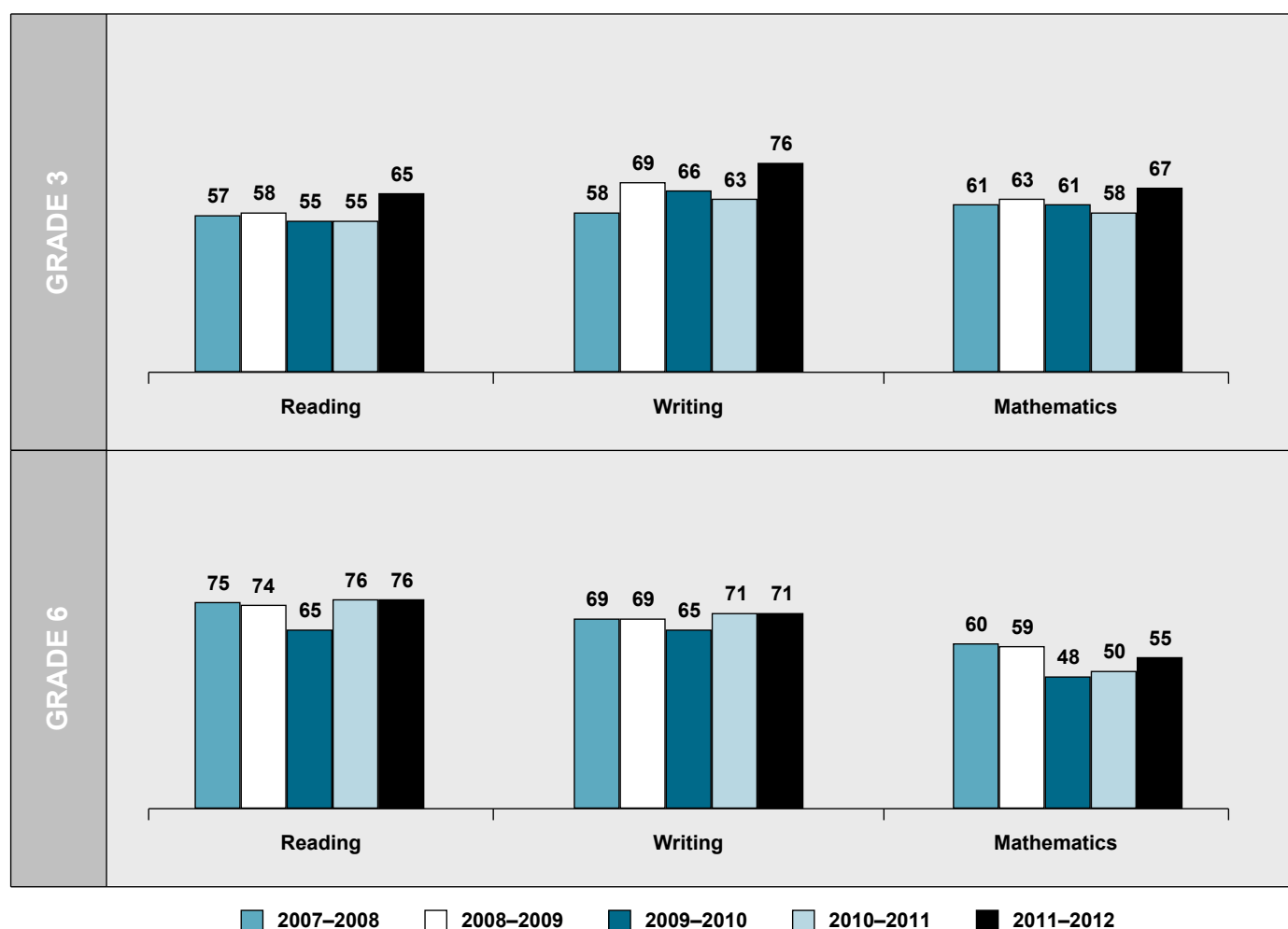
Board Name: Sudbury Catholic DSB (29033)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	28%	27%
First language learned at home other than English	3%	<1%
Number of schools	18	17

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	467	455	391	406	371
Grade 3 mathematics	467	455	390	406	371
Grade 6	472	522	495	447	440

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

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



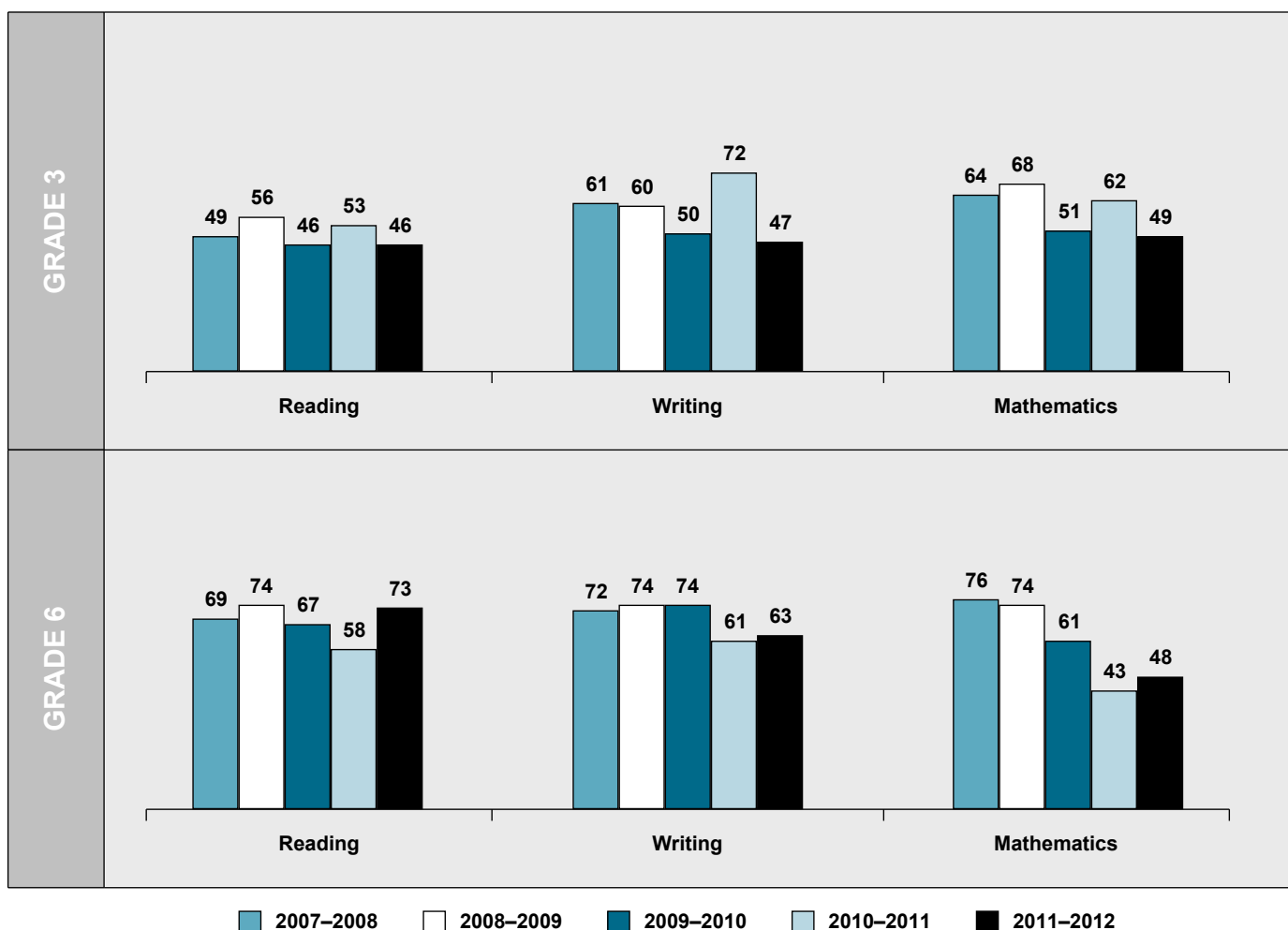
Board Name: Superior North Catholic DSB (29076)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	21%	25%
First language learned at home other than English	3%	2%
Number of schools	9	8

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	72	73	84	72	72
Grade 3 mathematics	72	73	84	72	72
Grade 6	72	87	94	74	60

*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**



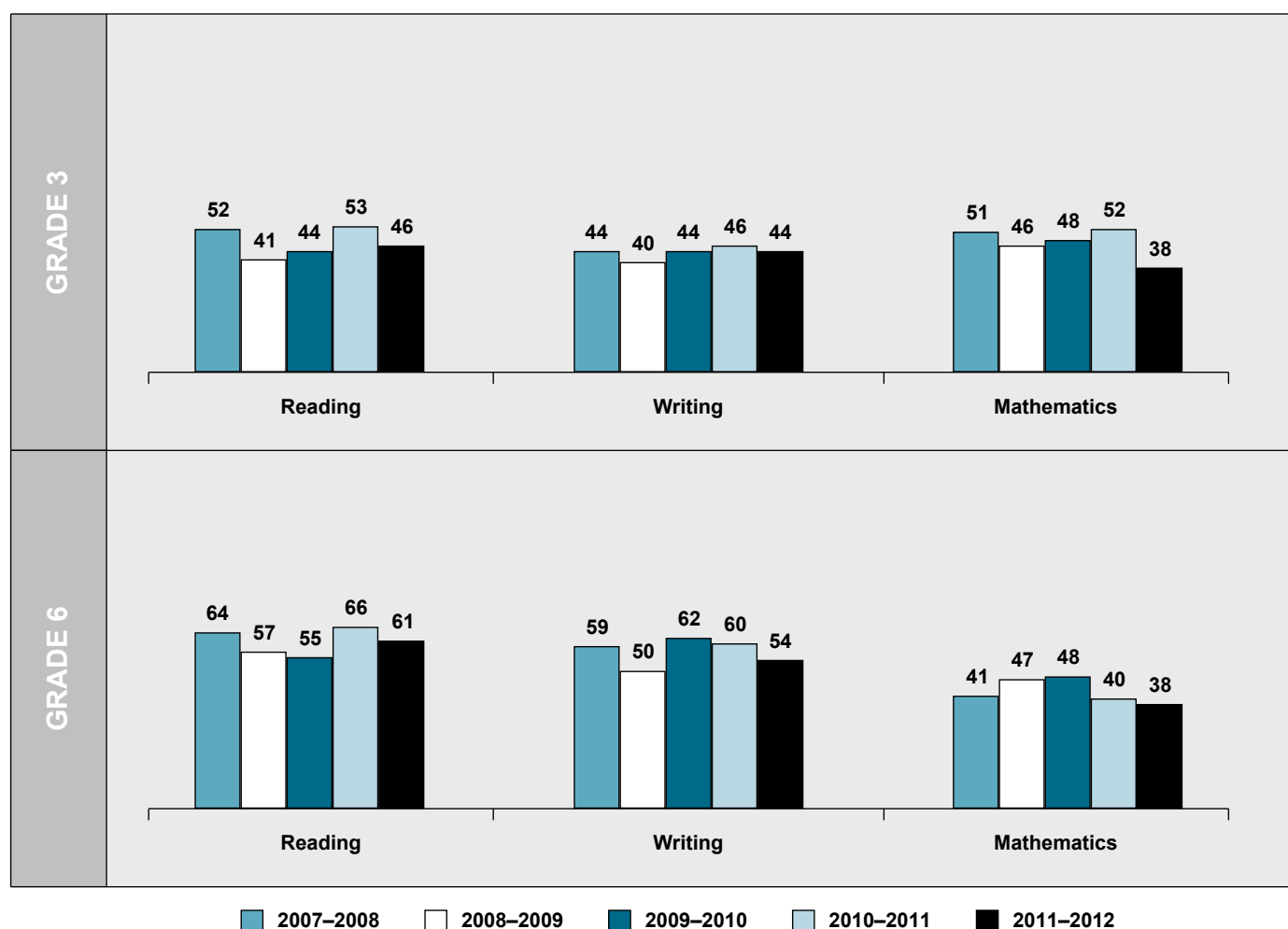
Board Name: Superior-Greenstone DSB (28070)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	13%	30%
First language learned at home other than English	0%	2%
Number of schools	11	11

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	98	100	77	79	78
Grade 3 mathematics	98	100	77	79	78
Grade 6	102	101	94	96	100

*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**



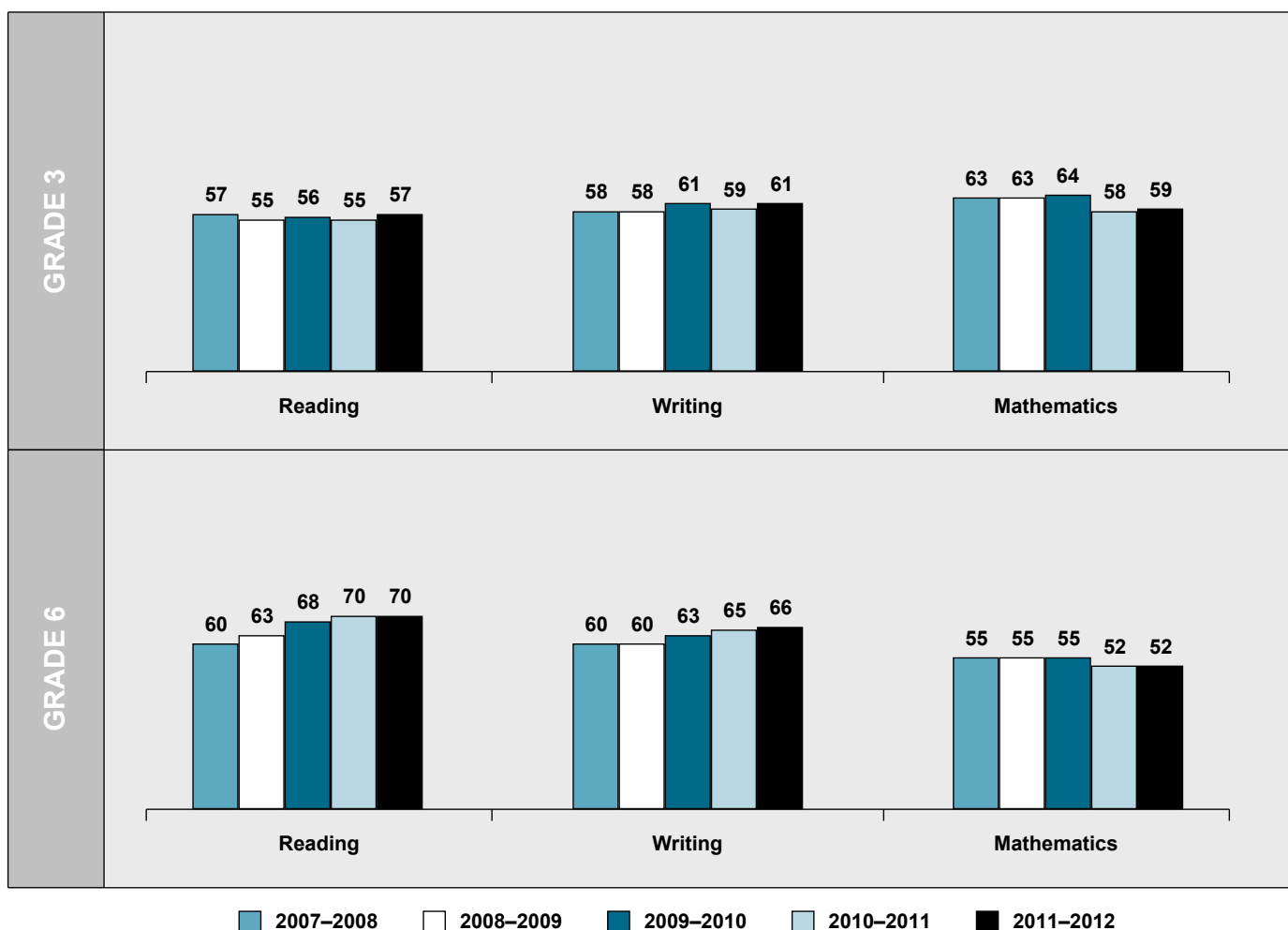
Board Name: Thames Valley District School Board (66044)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	8%	5%
Students with special education needs (excluding gifted)	12%	17%
First language learned at home other than English	10%	11%
Number of schools	132	133

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	4 737	4 463	4 617	4 480	4 397
Grade 3 mathematics	5 124	4 830	5 066	4 934	4 873
Grade 6	5 644	5 375	5 308	5 242	5 014

*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**



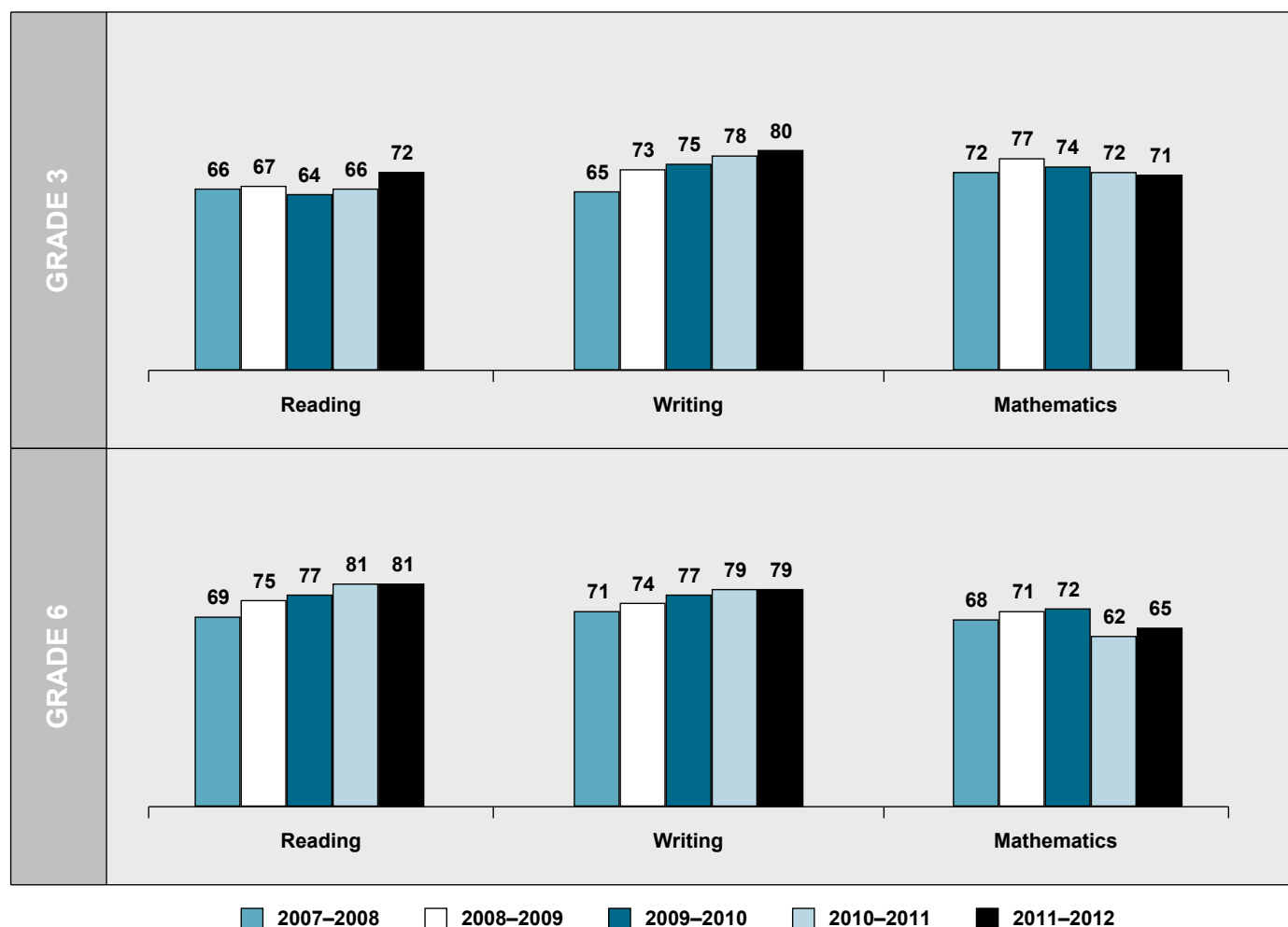
Board Name: Thunder Bay Catholic DSB (29068)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	1%
Students with special education needs (excluding gifted)	22%	24%
First language learned at home other than English	1%	3%
Number of schools	15	15

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	583	592	598	585	552
Grade 3 mathematics	583	592	598	585	552
Grade 6	652	589	604	587	597

*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**



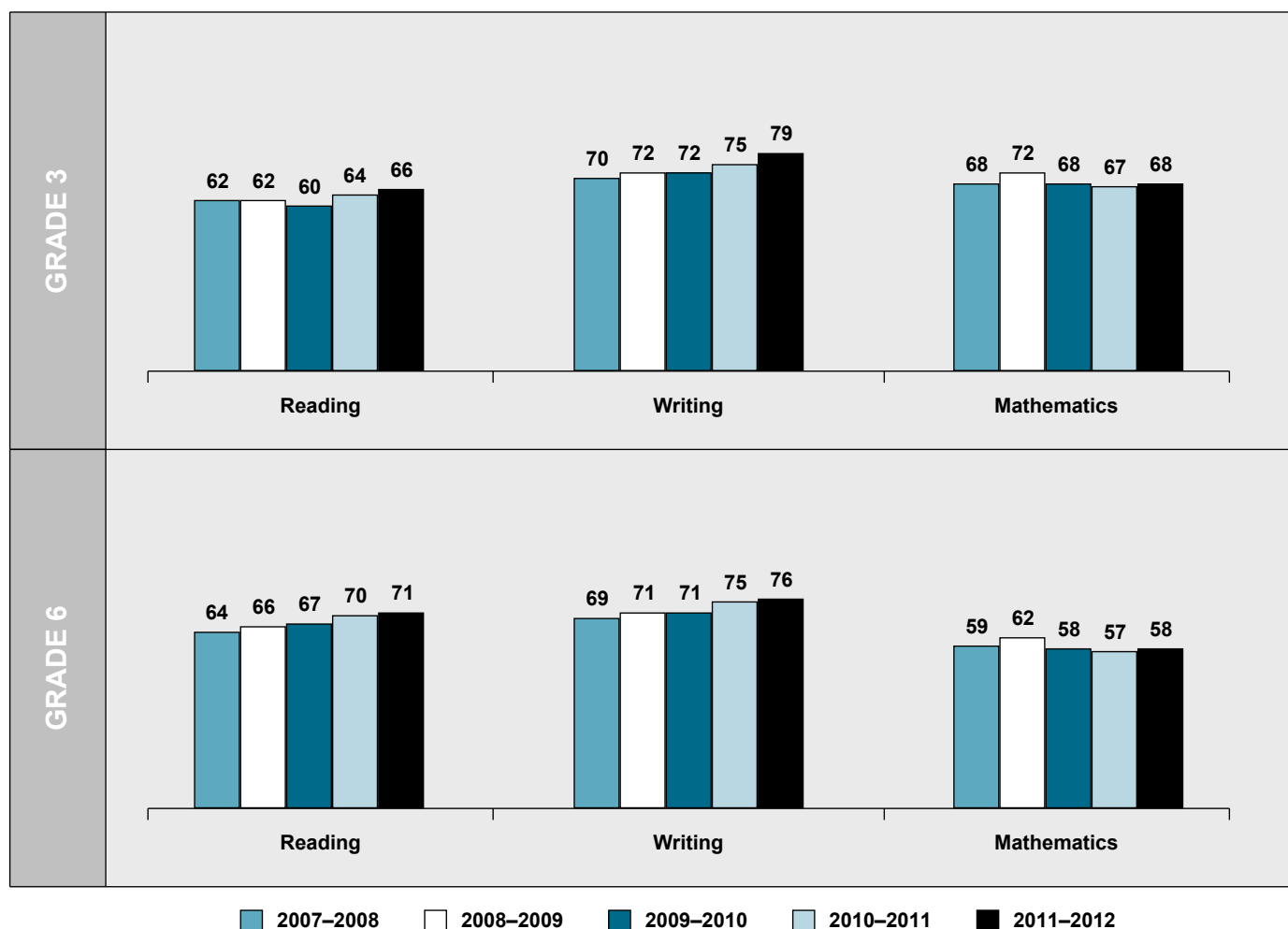
Board Name: Toronto Catholic District School Board (67059)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	10%	13%
Students with special education needs (excluding gifted)	16%	19%
First language learned at home other than English	31%	39%
Number of schools	168	168

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	6 161	5 780	6 100	5 693	5 863
Grade 3 mathematics	6 305	5 960	6 292	5 857	6 059
Grade 6	6 702	6 756	6 507	6 654	6 384

*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**



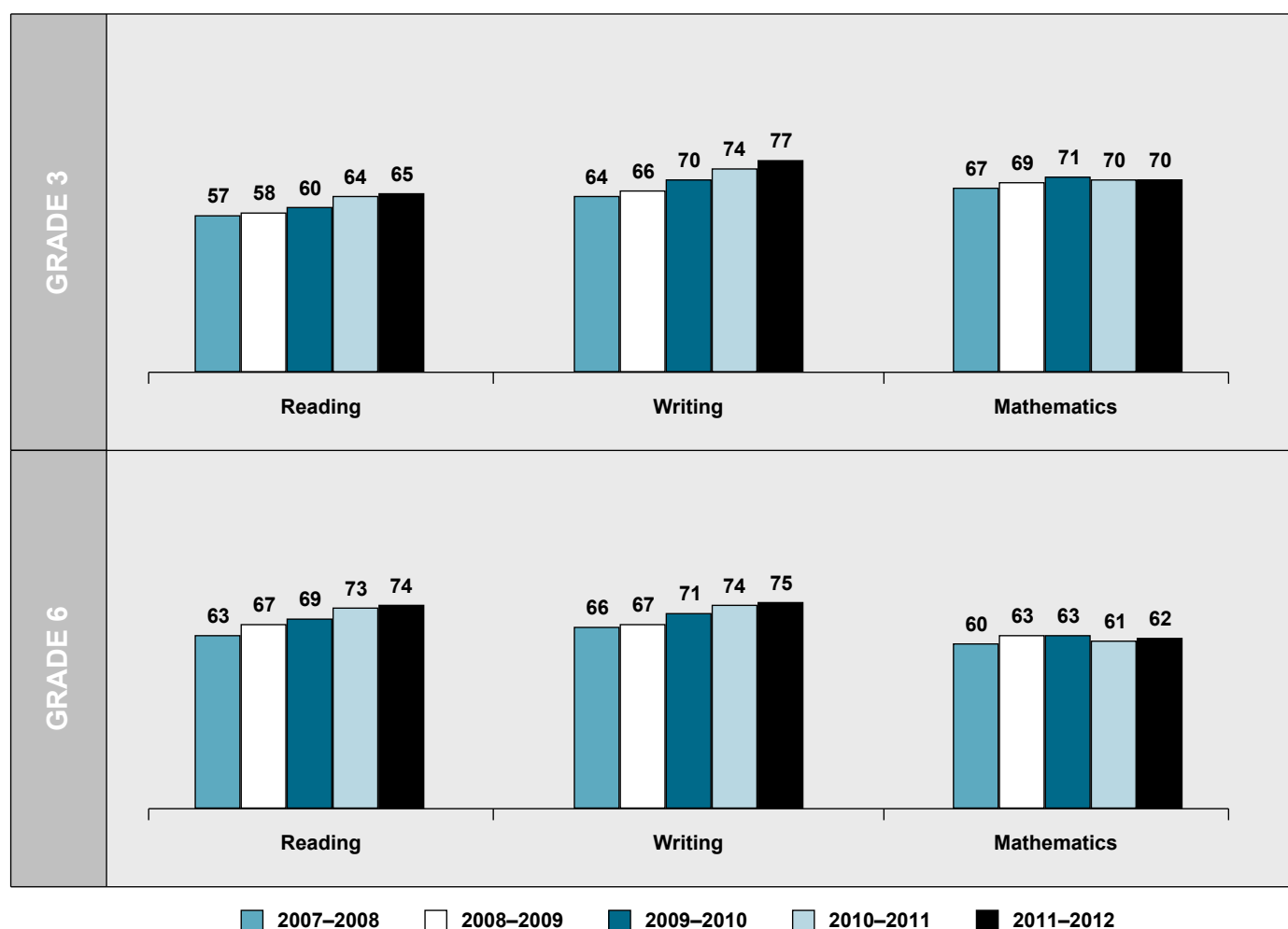
Board Name: Toronto DSB (66052)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	5%	4%
Students with special education needs (excluding gifted)	19%	20%
First language learned at home other than English	45%	47%
Number of schools	398	332

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	15 866	16 062	15 500	15 228	15 370
Grade 3 mathematics	17 210	17 388	16 858	16 739	16 972
Grade 6	18 355	17 552	17 174	16 587	16 935

*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**



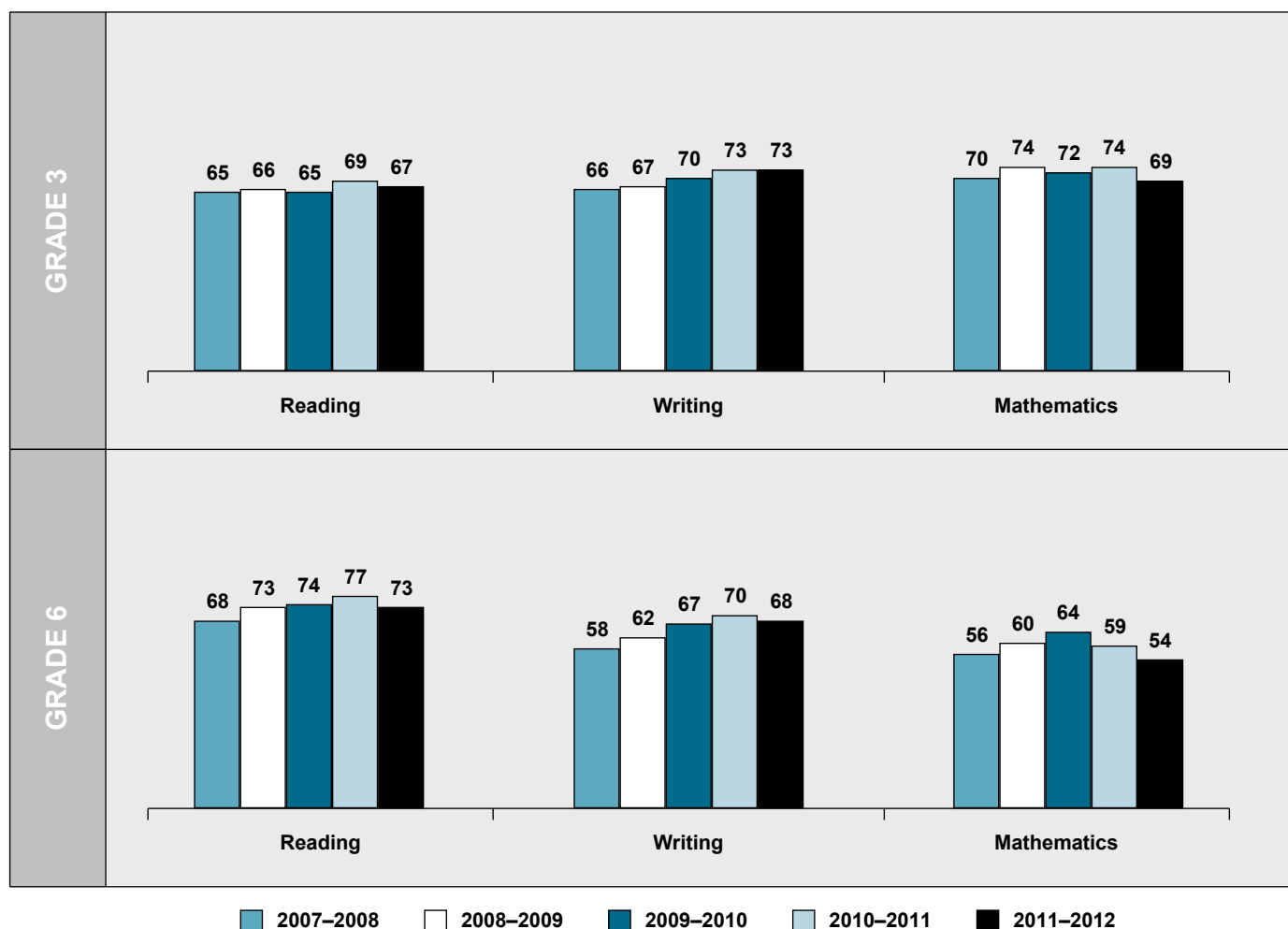
Board Name: Trillium Lakelands DSB (66087)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	29%	33%
First language learned at home other than English	1%	1%
Number of schools	35	35

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 100	1 013	1 005	902	937
Grade 3 mathematics	1 235	1 152	1 136	1 017	1 081
Grade 6	1 330	1 367	1 228	1 233	1 171

*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**



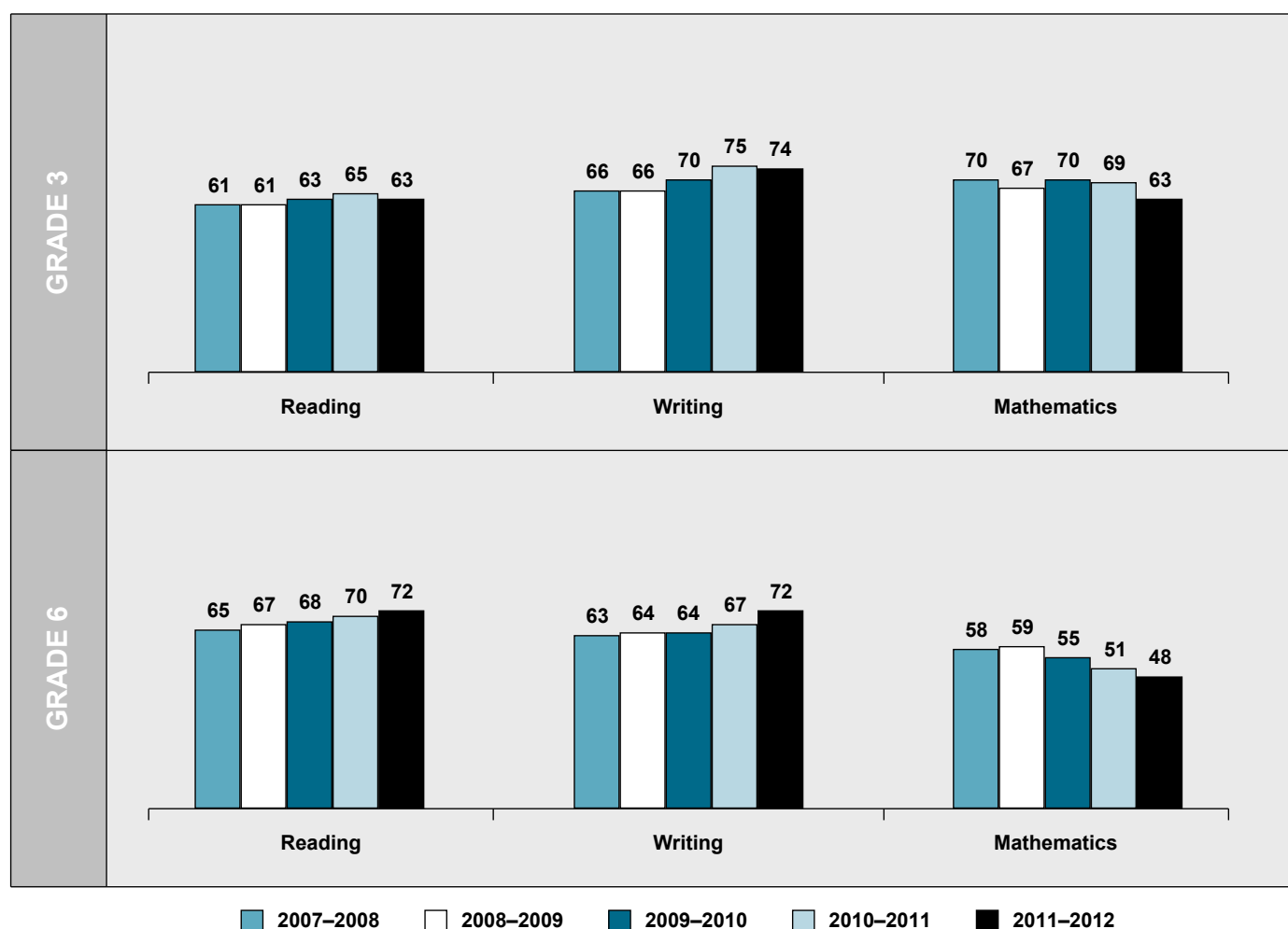
Board Name: Upper Canada DSB (66192)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	28%	33%
First language learned at home other than English	3%	2%
Number of schools	65	64

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 867	1 887	1 746	1 684	1 846
Grade 3 mathematics	1 867	1 884	1 746	1 684	1 846
Grade 6	2 074	1 987	1 943	1 934	1 885

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

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



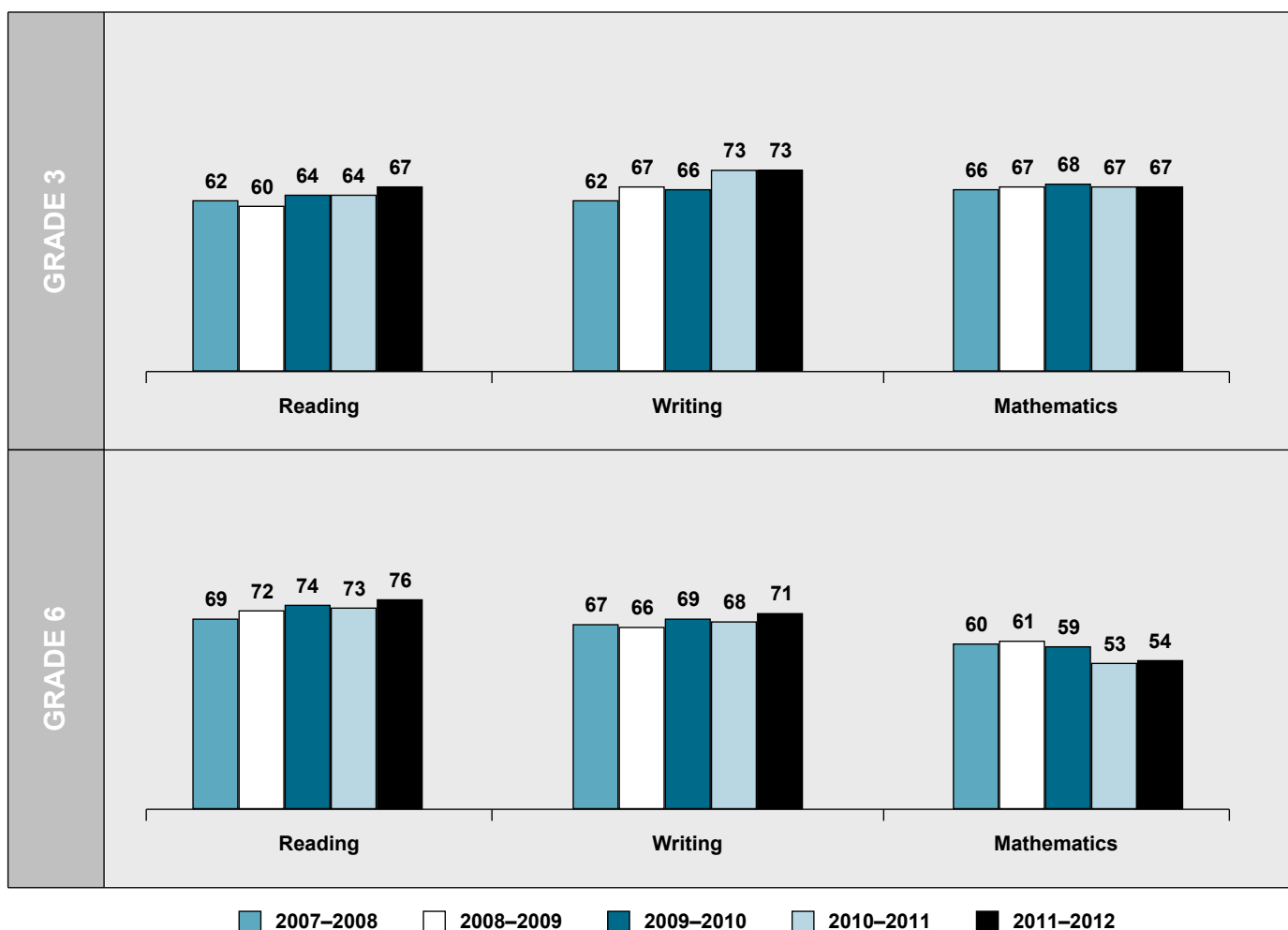
Board Name: Upper Grand DSB (66117)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	2%
Students with special education needs (excluding gifted)	19%	21%
First language learned at home other than English	10%	11%
Number of schools	59	58

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	2 230	2 155	2 128	2 113	2 162
Grade 3 mathematics	2 230	2 155	2 128	2 113	2 162
Grade 6	2 418	2 357	2 256	2 297	2 205

*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**



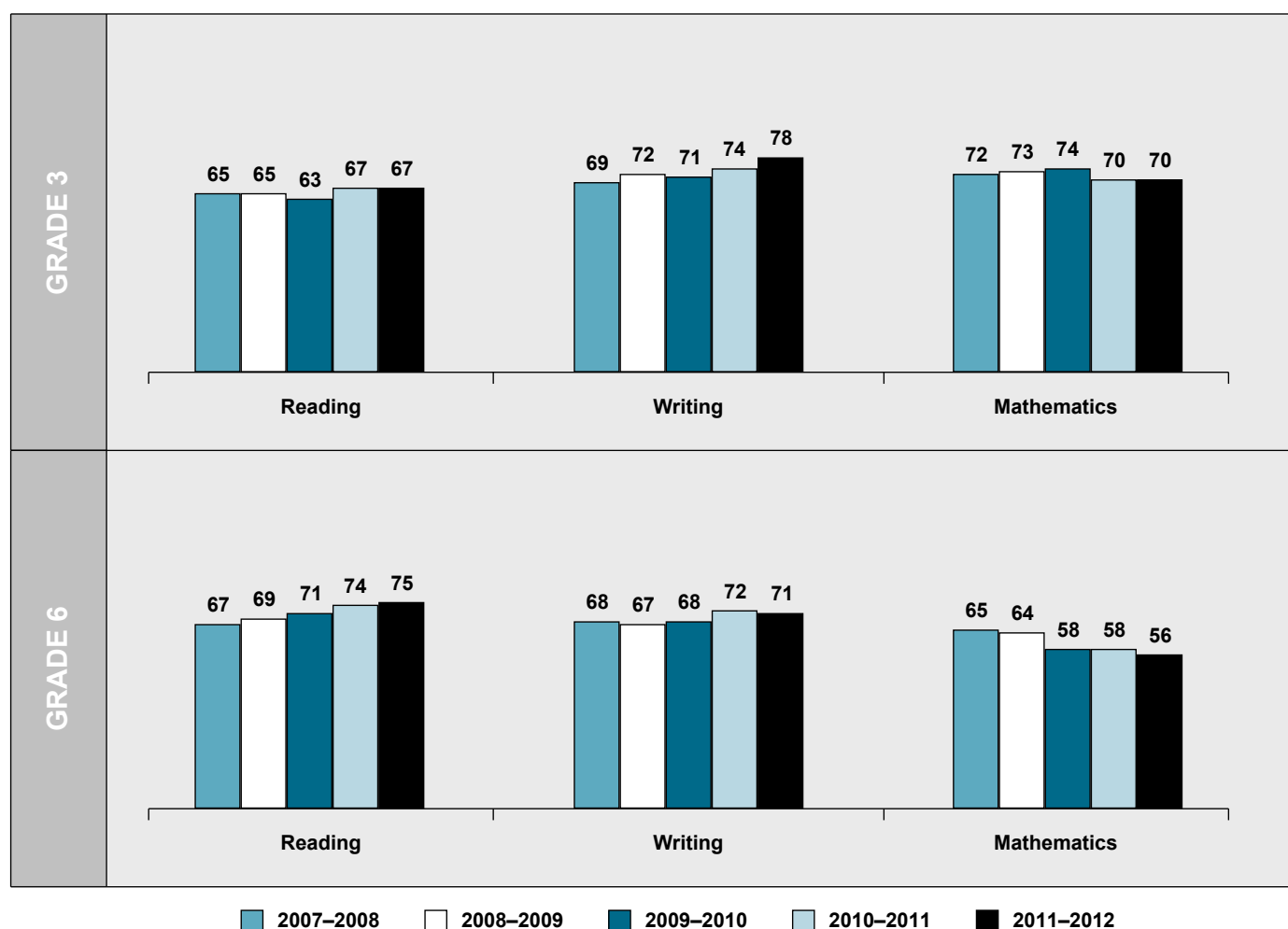
Board Name: Waterloo Catholic DSB (67148)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	1%
Students with special education needs (excluding gifted)	17%	26%
First language learned at home other than English	13%	14%
Number of schools	45	45

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 603	1 502	1 522	1 538	1 492
Grade 3 mathematics	1 603	1 502	1 522	1 538	1 492
Grade 6	1 747	1 629	1 665	1 614	1 513

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

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



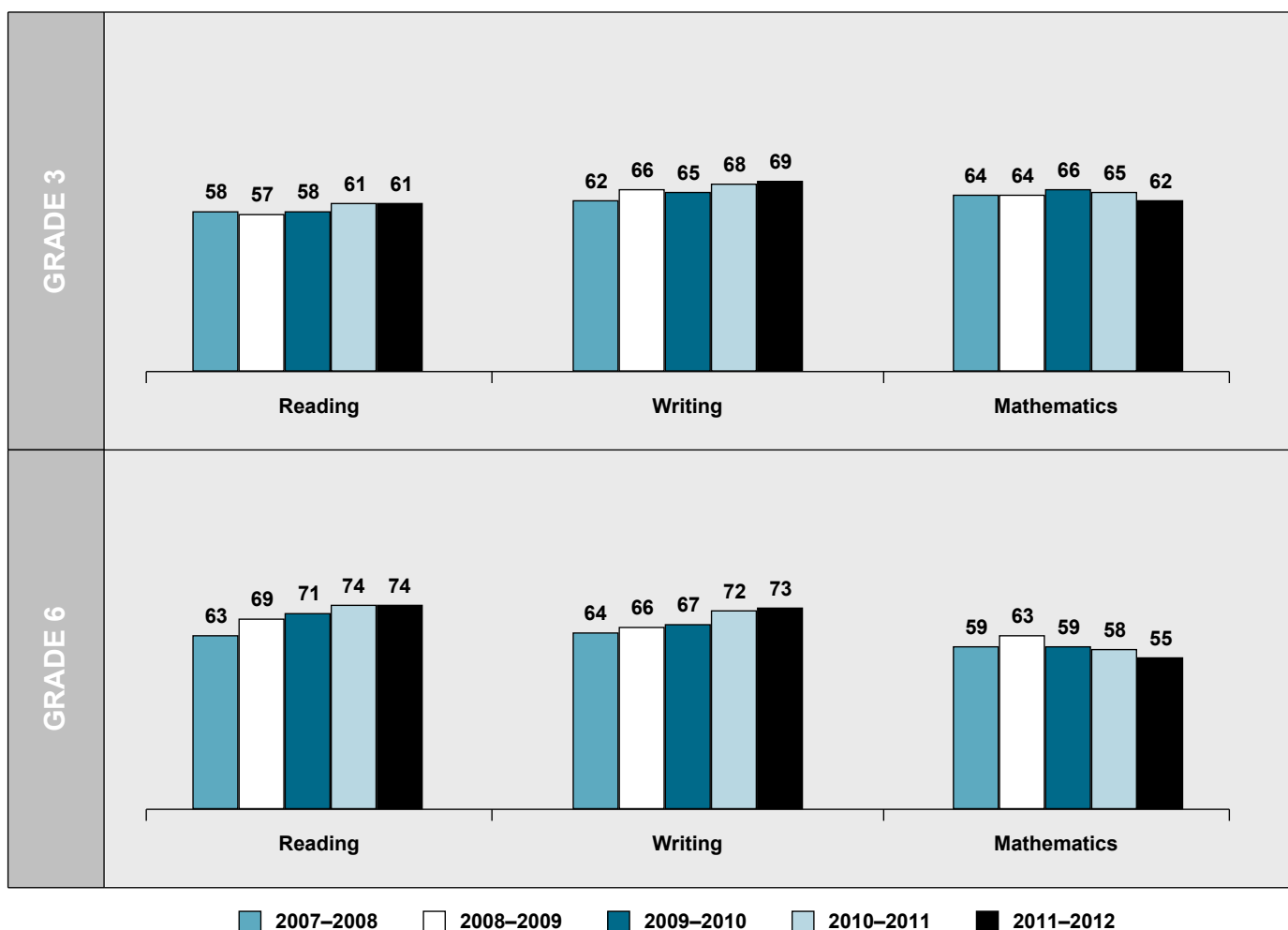
Board Name: Waterloo Region DSB (66176)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	13%	8%
Students with special education needs (excluding gifted)	16%	21%
First language learned at home other than English	22%	23%
Number of schools	88	86

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	3 996	3 951	4 126	3 911	4 150
Grade 3 mathematics	3 996	3 951	4 125	3 911	4 149
Grade 6	4 178	4 129	4 142	4 094	4 032

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

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



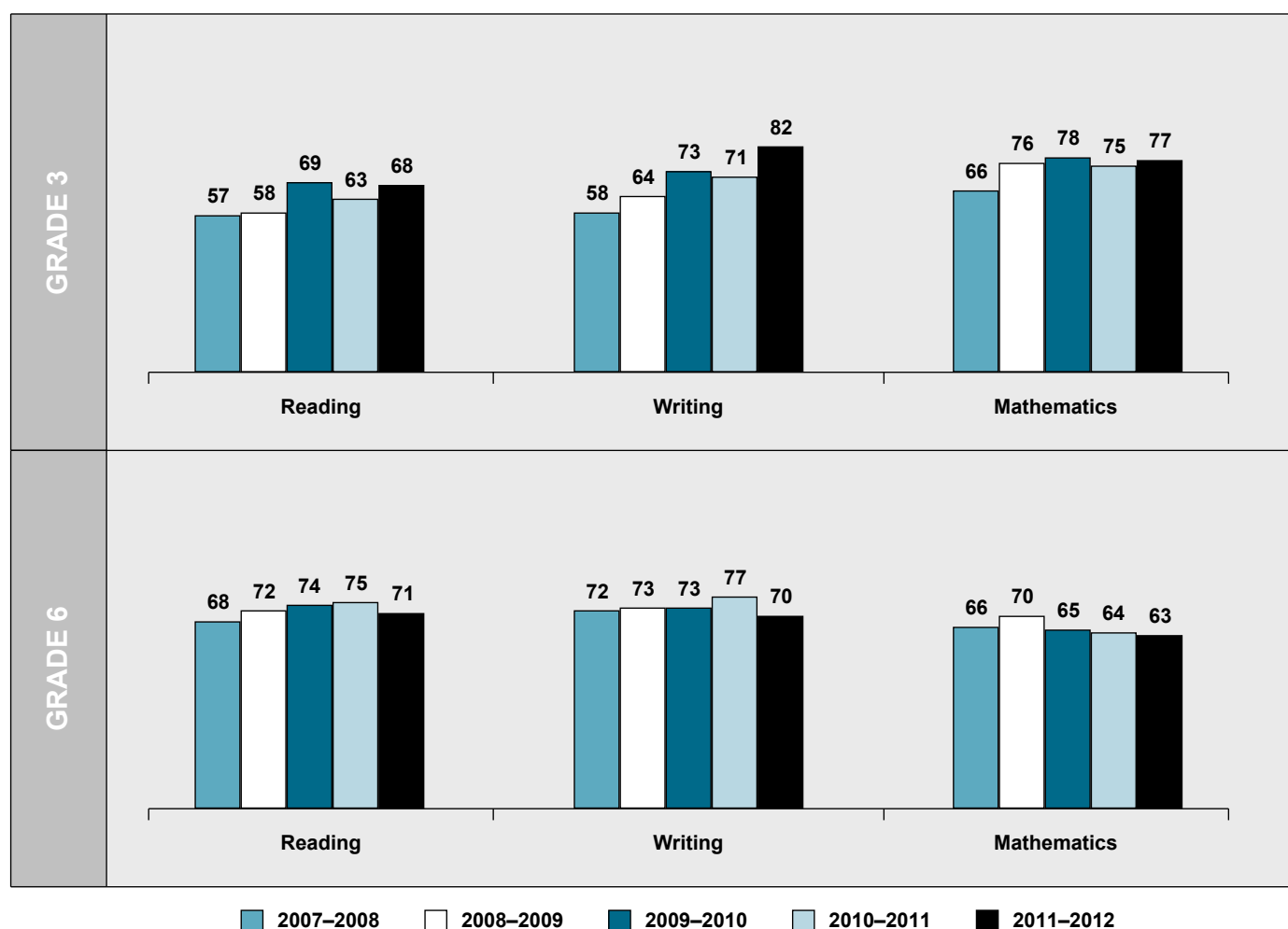
Board Name: Wellington Catholic DSB (67130)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	16%	17%
First language learned at home other than English	3%	4%
Number of schools	17	17

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	651	594	592	577	559
Grade 3 mathematics	651	594	592	577	559
Grade 6	687	634	639	669	613

*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**



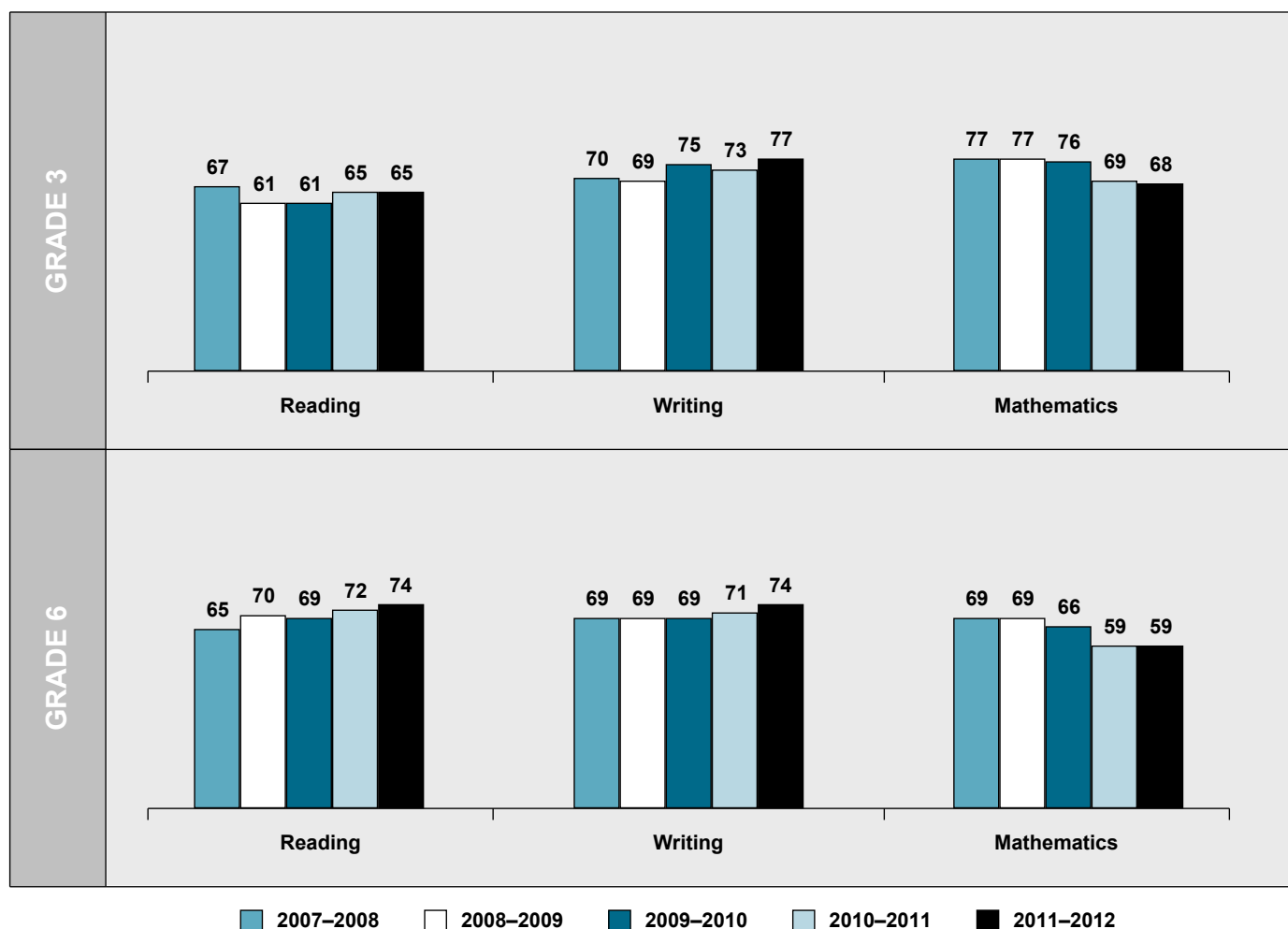
Board Name: Windsor-Essex Catholic DSB (67024)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	4%
Students with special education needs (excluding gifted)	13%	14%
First language learned at home other than English	10%	12%
Number of schools	40	40

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	1 741	1 630	1 618	1 540	1 462
Grade 3 mathematics	1 741	1 630	1 618	1 540	1 462
Grade 6	1 869	1 687	1 722	1 708	1 649

*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**



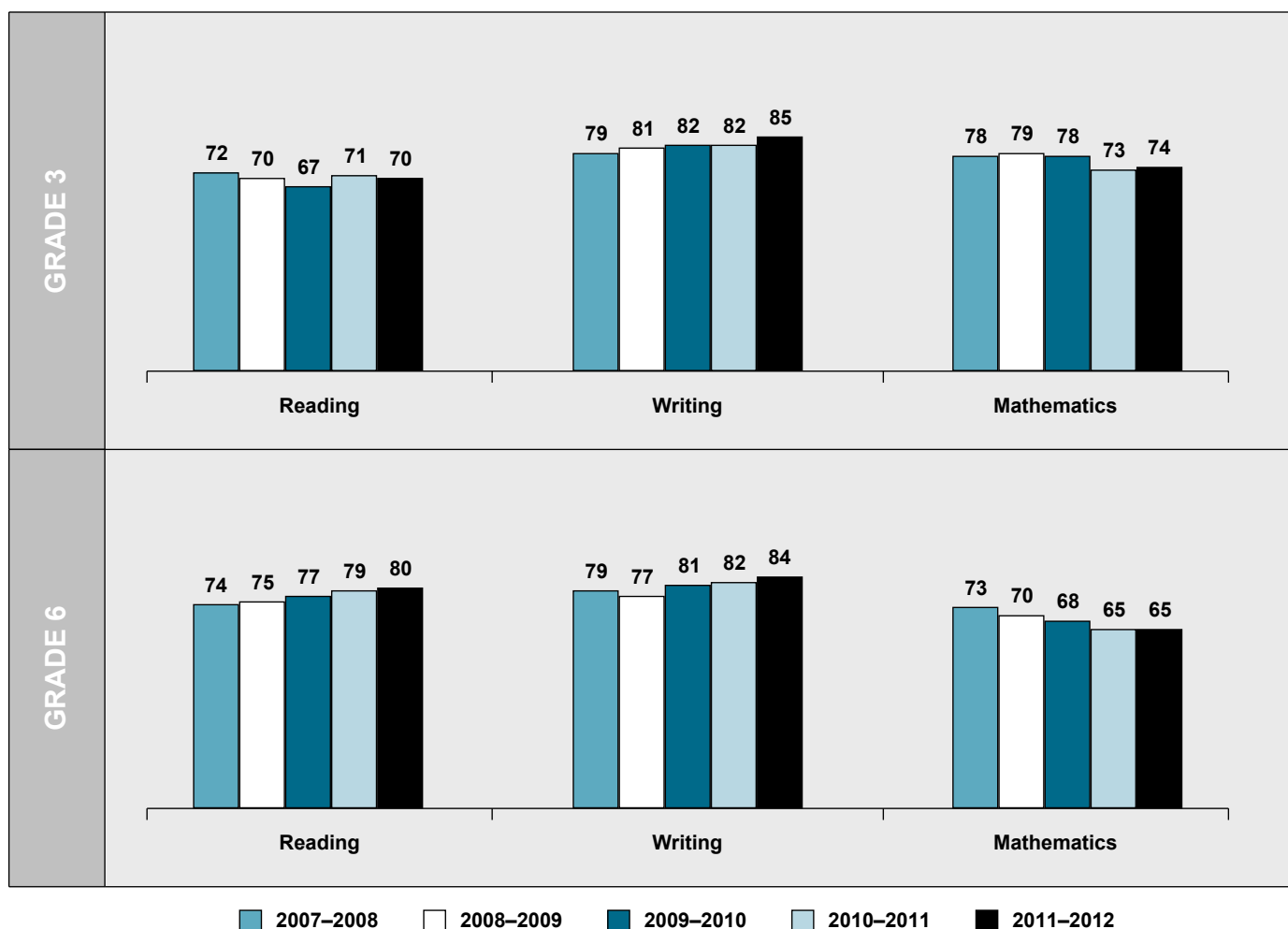
Board Name: York Catholic DSB (67075)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	12%	15%
First language learned at home other than English	16%	18%
Number of schools	86	86

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	3 705	3 721	3 888	3 831	3 684
Grade 3 mathematics	3 705	3 721	3 888	3 831	3 723
Grade 6	4 040	4 169	3 932	3 902	3 872

*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**



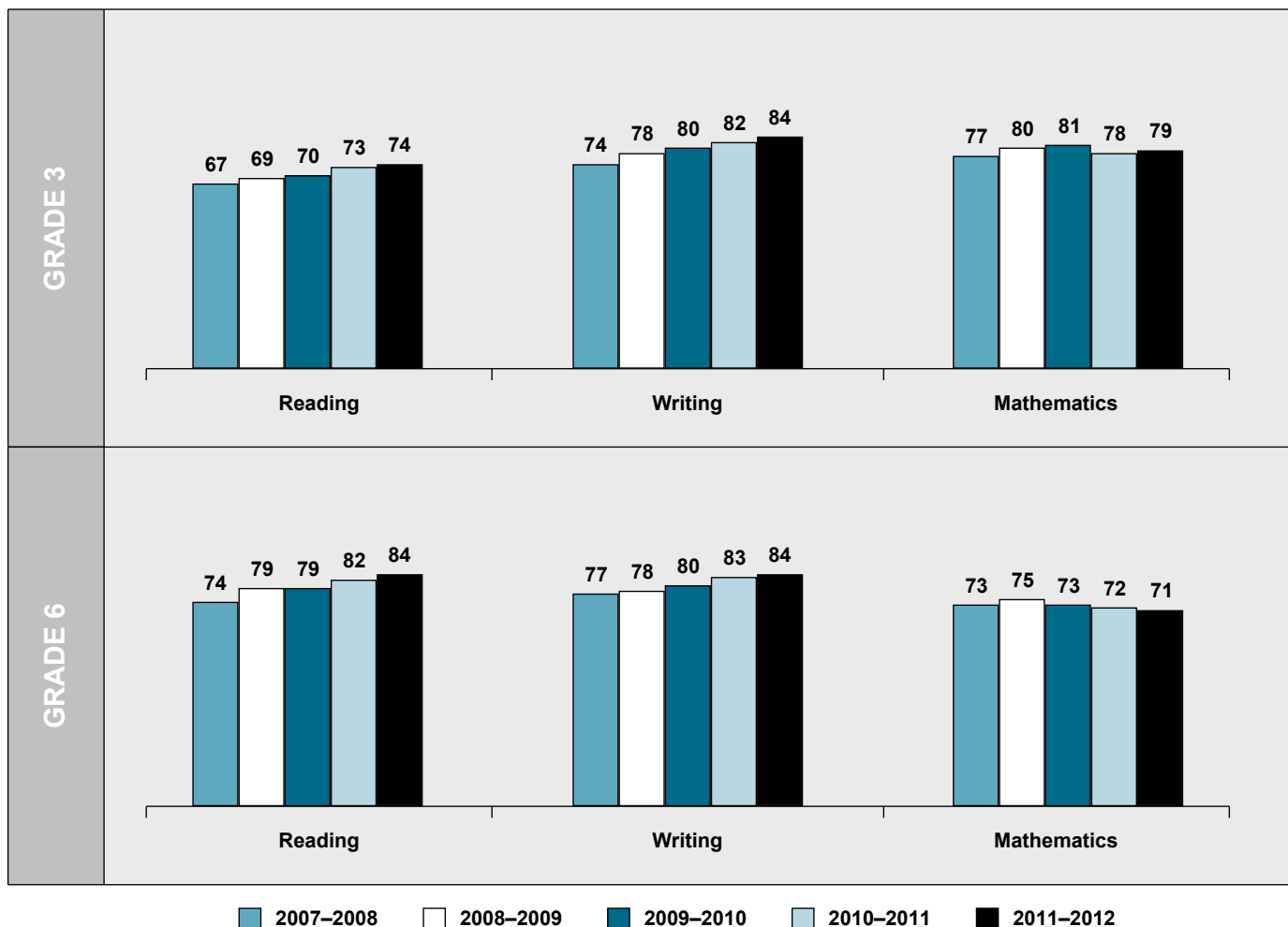
Board Name: York Region DSB (66095)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	24%	20%
Students with special education needs (excluding gifted)	10%	14%
First language learned at home other than English	42%	42%
Number of schools	163	164

Number of Students	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Grade 3 reading and writing*	6 316	6 530	6 553	6 773	6 681
Grade 3 mathematics	7 249	7 521	7 630	7 917	8 001
Grade 6	8 145	7 939	7 990	8 152	8 440

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

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



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