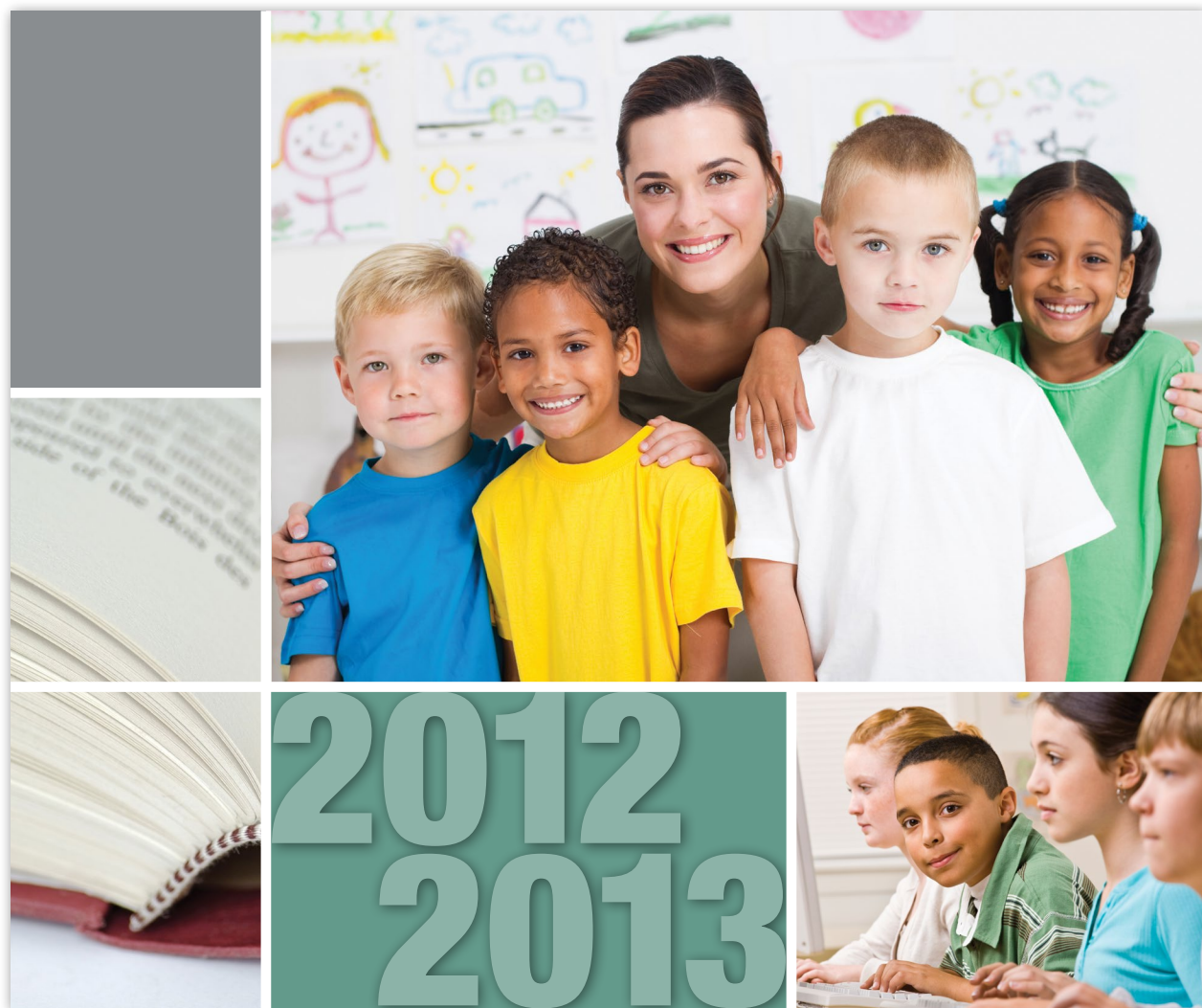


Ontario Student Achievement

English-Language Students



**EQAO's Provincial Elementary School Report:
Results of the 2012–2013 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.

Ontario Student Achievement

English-Language Students

**EQAO's Provincial Elementary School Report:
Results of the 2012–2013 Assessments of Reading,
Writing and Mathematics, Primary Division
(Grades 1–3) and Junior Division (Grades 4–6)**

MESSAGE FROM THE CHAIR

With 17 years of dedication to the educational success of each and every student in Ontario's publicly funded school system, EQAO continues to seek new ways to help improve student achievement each and every year. The agency, its quality assessments and its reliable data arose due to the public's demand for system accountability. The work of the agency has been focused on supporting the educational programs that can help each student succeed. Only through a commitment to providing students with the best possible learning experience can we guarantee that the children of today will become strong and influential leaders of tomorrow. This commitment requires a reliable examination of each student's achievements throughout his or her educational career, while also providing an honest tracking of the progress of Ontario's school system.

As the chair of this agency, I am proud to say that EQAO has demonstrated a commitment to supporting student achievement in literacy and mathematics, the foundation for success in all other subject areas. In that context, I am pleased to present EQAO's *Provincial Elementary School Report: Results of the 2012–2013 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6)*. This report provides an array of valuable data and analyses that can be used by educational communities to assist in improving achievement in school and beyond.

Data are merely numbers until they are put to good use. For this reason, EQAO's work extends beyond its assessments and reporting of results. Each year, the agency develops numerous resources that guide educators and parents in the use of data to help students achieve curriculum expectations. The resources enable educational communities to work together in partnership to enhance school programs across the province.

To help educators, EQAO analyzes student responses on the assessments to determine areas of learning that require greater attention and support. The provincial report includes a collection of these observations accompanied by teaching strategies to help students improve in these particular areas. This vital section of the report allows EQAO data to act as a catalyst for improving student achievement.

The tracking of progress as students advance across multiple provincial assessments has proven to be an important and beneficial practice. Tracking information has revealed the importance of early achievement and continuous support through the years to ensure success in later grades. EQAO has tracked students' achievement from elementary school to secondary school, in Grades 3, 6, and 9 in mathematics, and in Grades 3, 6 and 10 in literacy. Tracking data allow school communities to trace their own progress over time to determine if their improvement plans are having a positive effect on student achievement or if they require further modifications. We trust that school- and board-level data will continue to initiate local discussions about where supports are needed in each school community.

EQAO's dedication to the educational success of each student in Ontario will be a driving value as the agency moves toward the future. We will continue to deliver exceptional services and support to all of our stakeholders across the province. Our belief in the need for public accountability, fair and valuable student assessment, and meaningful data will help ensure that the Ontario publicly funded education system will continue to be a strong part of the foundation of this province. EQAO plays an important role in setting Ontario students on the path to a successful 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

As EQAO's new Chief Executive Officer and on behalf of the entire agency, I am pleased to present the results of the 2012–2013 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6).

The results of this year's assessments show that Ontario elementary schools keep getting better at helping students to become good readers and to communicate well when they write. In 2009, schools helped 39% of the students who had not met the reading standard in Grade 3 to improve to meet it in Grade 6, whereas this year, schools were able to help more than half (51%) to improve and meet the reading standard in those three intervening years. Student achievement in reading also continues to rise overall. Data show that 68% of Grade 3 students and 77% of Grade 6 students are now meeting the provincial reading standard, an increase of seven percentage points and eight percentage points, respectively, over the past five years.



Bruce Rodrigues
Chief Executive Officer

Ontario's English language learners have also made notable improvements this year. Results show that the achievement of students whose first language is not English is quickly catching up to the general student population. Among English language learners, 61% in Grade 3 and 68% in Grade 6 met the provincial reading standard this year.

Results show that student achievement in writing continues to rise as well. Seventy-seven percent of students in Grade 3 and 76% in Grade 6 can now make themselves clearly understood when writing, and are using appropriate grammar, spelling and punctuation at the expected level. This represents a nine-percentage-point increase over the past five years for students in both grades meeting the provincial writing standard.

However, this is the fifth year of a trending decline in the percentage of students meeting the provincial math standard on both elementary assessments. This year, 67% of Grade 3 students met the provincial math standard, compared to 70% in 2009. Of Grade 6 students, 57% met the standard this year compared to 63% in 2009. Results indicate an even steeper decline in math achievement, which has continued over the past five years: elementary schools are losing an increasing number of students in math achievement between Grades 4 and 6. There have been increasing numbers of students who no longer meet the provincial math standard in Grade 6 despite having met it in Grade 3. This year, almost one in five (19%) Grade 6 students fit this description. Once again, this finding points to the importance of continual support for student learning throughout the years to ensure achievement can be sustained.

We are pleased to spotlight in this provincial report schools that are demonstrating progress in supporting student achievement. By developing data-based improvement plans and using all the evidence available to them, these schools have strengthened their reflective practice and have seen positive results for their collective efforts. I trust that their stories will inspire and motivate other school communities across the province as they strive to support their own local student achievement.

A stylized, handwritten signature in dark ink that reads "Bruce Rodrigues".

Bruce Rodrigues,
Chief Executive Officer

Board of Directors

Dr. Brian L. Desbiens, **Chair**

Jerry Ponikvar, **Vice-Chair**

Dr. Bette M. Stephenson, **Director Emeritus**

Dr. Dieudonné Detchou

Hélène Chayer

Dave Cooke

Roland Boudreau

Dr. Elizabeth (Lee) Ford-Jones

Abirami Jeyaratnam

Bruce Rodrigues, **Chief Executive Officer, EQAO**

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Results at a Glance

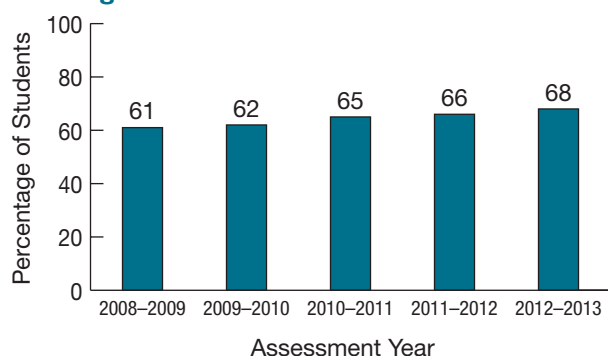
Results at a Glance

PRIMARY DIVISION

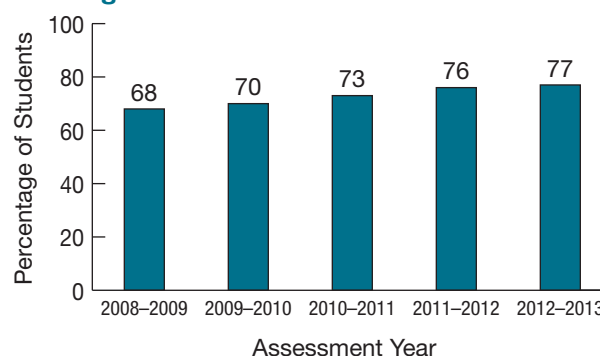
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time*

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 125 481	# = 127 789	# = 124 117	# = 126 455	# = 127 645
READING	61%	62%	65%	66%	68%
WRITING	68%	70%	73%	76%	77%
MATHEMATICS	70%	71%	69%	68%	67%

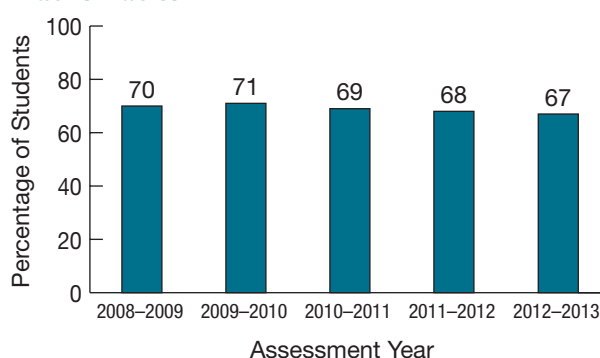
Reading



Writing



Mathematics



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

Observations

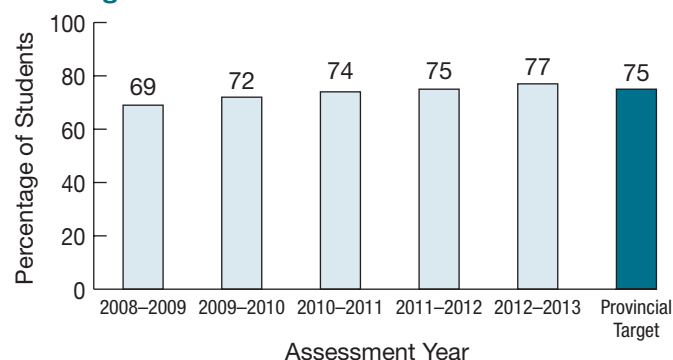
- Over the past five years,
 - the percentage of students performing at or above the provincial standard in reading has been steadily increasing (a seven-percentage-point increase, from 61% to 68%).
 - the percentage of students performing at or above the provincial standard in writing has been steadily increasing (a nine-percentage-point increase, from 68% to 77%).
 - the percentage of students performing at or above the provincial standard in mathematics has decreased by three percentage points, from 70% to 67%.

JUNIOR DIVISION

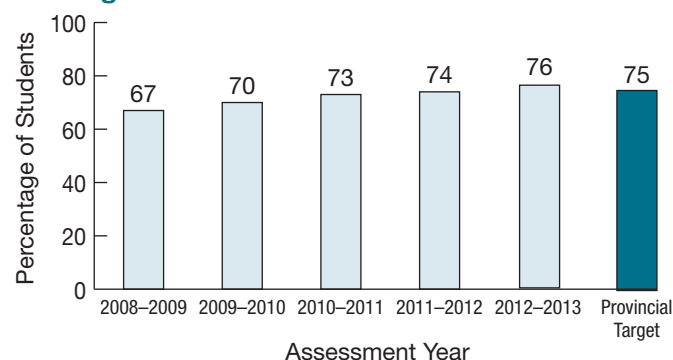
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 136 076	# = 134 294	# = 132 308	# = 129 477	# = 131 589
READING	69%	72%	74%	75%	77%
WRITING	67%	70%	73%	74%	76%
MATHEMATICS	63%	61%	58%	58%	57%

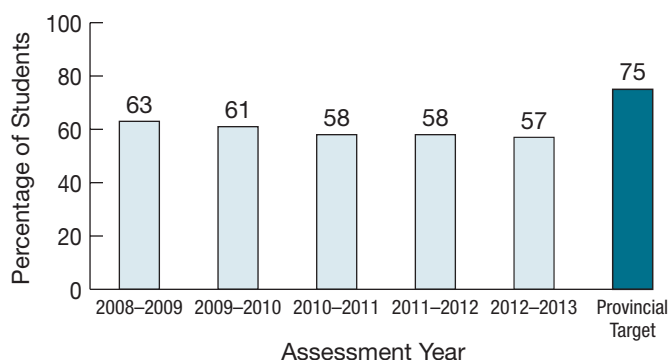
Reading



Writing



Mathematics



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

Observations

- Over the past five years,
 - the percentage of students performing at or above the provincial standard in reading has been steadily increasing (an eight-percentage-point increase, from 69% to 77%).
 - the percentage of students performing at or above the provincial standard in writing has been steadily increasing (a nine-percentage-point increase, from 67% to 76%).
 - the percentage of students performing at or above the provincial standard in mathematics has decreased by six percentage points, from 63% to 57%.

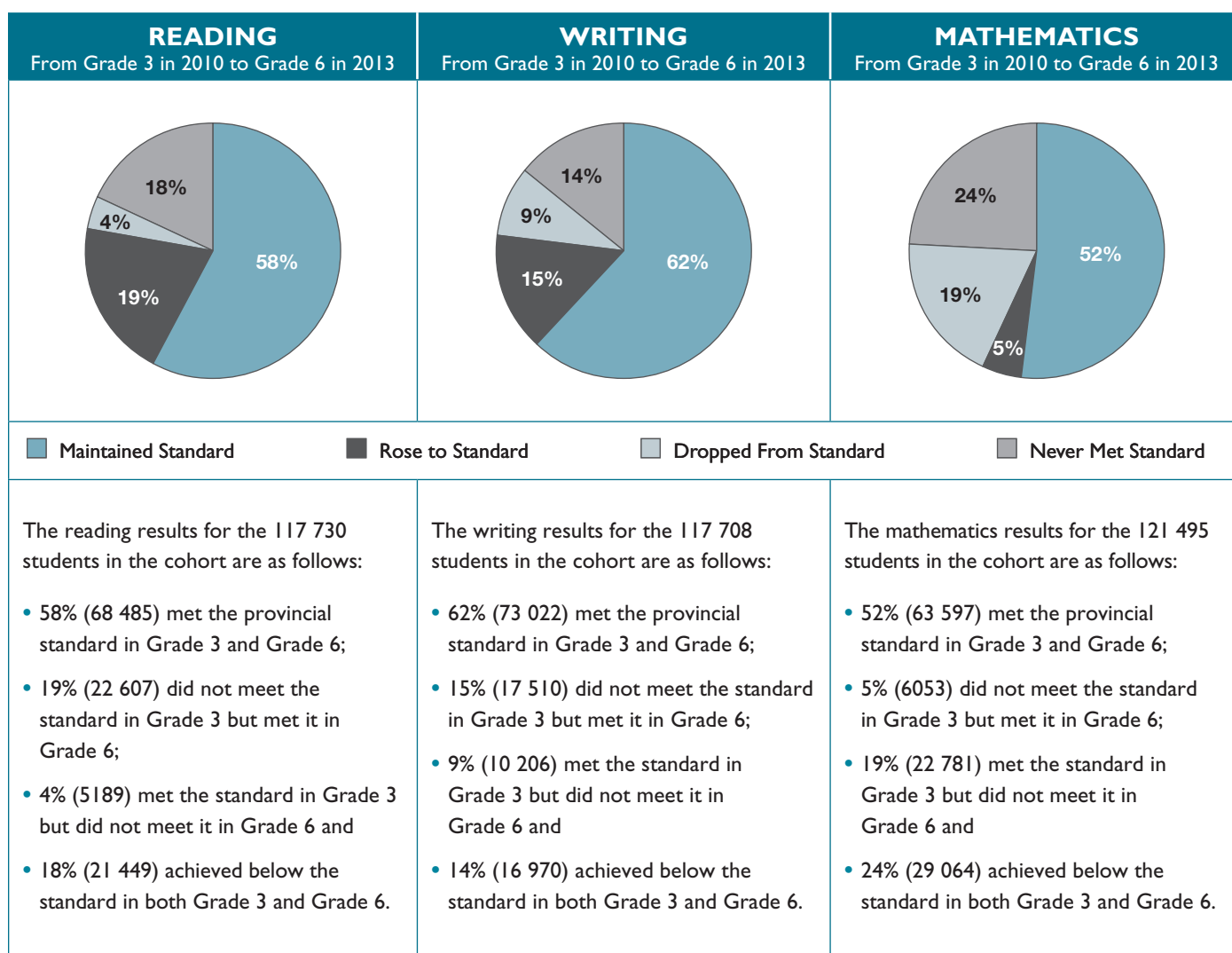
TRACKING STUDENT PROGRESS FROM GRADE 3 IN 2010 TO GRADE 6 IN 2013

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

The pie charts below compare the performance of Grade 6 students on the junior-division assessment in 2013 with their performance in Grade 3 on the primary-division assessment in 2010. The numbers and percentages of students whose results on the two assessments were available (including those who participated, were exempted or did not provide enough work to be scored) are indicated below each pie chart.

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

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
All Grade 3 students	# = 125 481	# = 127 789	# = 124 117	# = 126 455	# = 127 645
GENDER*					
Female	49%	49%	49%	49%	48%
Male	51%	51%	51%	51%	52%
STUDENT STATUS*					
English language learners [†]	9%	9%	10%	10%	13%
Students with special education needs (excluding gifted) [†]	15%	15%	16%	16%	17%
LANGUAGE SPOKEN AT HOME BY THE STUDENT**					
First language learned at home was other than English	22%	21%	22%	22%	22%
Speak only or mostly English	79%	73%	71%	73%	71%
Speak another language (or other languages) as often as English	12%	16%	17%	16%	16%
Speak only or mostly another language (or other languages)	8%	10%	11%	11%	11%
PLACE OF BIRTH*					
Born outside Canada	11%	10%	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%	6%	7%	7%	7%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading [§]	95%	96%	97%	97%	97%
Students participating in writing [§]	96%	97%	97%	97%	97%
Students participating in mathematics [§]	96%	97%	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 percentage of students who are English language learners has increased by four percentage points.
 - the percentage of students who have special education needs has increased by two percentage points.
 - the percentage of students who speak only or mostly English at home has decreased by eight percentage points.
 - the percentage of students who speak another language (or other languages) as often as English at home has increased by four percentage points. 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

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
All Grade 6 students	# = 136 076	# = 134 294	# = 132 308	# = 129 477	# = 131 589
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
STUDENT STATUS*					
English language learners [†]	6%	6%	6%	7%	9%
Students with special education needs (excluding gifted) [†]	18%	18%	19%	20%	20%
LANGUAGE SPOKEN AT HOME BY THE STUDENT*‡					
First language learned at home was other than English	20%	21%	21%	23%	22%
Speak only or mostly English	81%	77%	75%	75%	76%
Speak another language (or other languages) as often as English	12%	15%	15%	16%	14%
Speak only or mostly another language (or other languages)	6%	7%	7%	8%	8%
PLACE OF BIRTH*					
Born outside Canada	13%	13%	13%	14%	12%
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%	10%	10%	10%	9%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading	96%	97%	97%	97%	98%
Students participating in writing	96%	97%	97%	97%	98%
Students participating in mathematics	96%	97%	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 percentage of students who are English language learners has increased by three percentage points.
 - the percentage of students who have special education needs has increased by two percentage points.
 - the percentage of students who speak only or mostly English at home has decreased by five percentage points.
- Over the past five years, the percentage of students participating in the assessment has remained stable.

QUESTIONNAIRE RESULTS OVER TIME

The following tables provide results for items from the questionnaires completed by students, teachers and principals during the 2012–2013 assessments. For the full questionnaire results for the province (available September 25, 2013), see the EQAO Web site, www.eqao.com, under “School, Board and Provincial Results.”

Student Questionnaire Results: Attitudes Toward Reading and Writing—Grade 3*

	2008–2009	2009–2010 [†]	2010–2011	2011–2012 [†]	2012–2013	2008–2009	2009–2010 [†]	2010–2011	2011–2012 [†]	2012–2013
Grade 3 students who completed the questionnaire	Female					Male				
	# = 58 867		# = 58 912		# = 60 268	# = 60 963		# = 60 957		# = 62 983
Percentage of students who answered “most of the time” to the following statements:										
I like to read. [‡]	69%		57%		56%	51%		42%		42%
I am a good reader. [‡]	69%		68%		66%	65%		64%		62%
I can understand difficult reading passages. [§]	n/a		29%		27%	n/a		33%		30%
I do my best when I do reading activities in class. [§]	n/a		86%		78%	n/a		79%		69%
I like to write. [‡]	60%		56%		55%	45%		40%		40%
I am a good writer. [‡]	55%		56%		55%	45%		42%		42%
I can communicate my ideas in writing. [§]	n/a		45%		42%	n/a		42%		39%
I do my best when I do writing activities in class. [§]	n/a		85%		73%	n/a		77%		64%

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

[†] In 2009–2010 and 2011–2012, the questionnaire focused on mathematics.

[‡] In 2008–2009, the response options were “yes,” “sometimes” and “no”; in 2010–2011, they were changed to “most of the time,” “sometimes” and “never.”

The percentages represent students who answered “yes” or “most of the time.” The wording and layout of the questions also changed slightly in 2010–2011.

[§] The wording of this item changed slightly in 2012–2013.

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

Observations

- Over the past five years, a larger percentage of female than male students have indicated that they like to read and that they are good readers most of the time. The difference between the genders continues to be larger for the statement “I like to read.” For both statements (“I like to read” and “I am a good reader”) and for both genders, the percentages have decreased over the past five years.
- Over the past three years, the percentages of students who indicated that they were able to understand difficult reading passages most of the time have been much smaller than the percentages of students who indicated that they were good readers most of the time.
- Over the past five years, a larger percentage of female than male students have indicated that they like to write and that they are good writers most of the time. For the statement “I like to write” for both genders, the percentages have decreased over the past five years.
- Over the past three years, the percentage of girls who indicated that they could communicate their ideas in writing most of the time has been smaller than the percentage of girls who indicated that they were good writers most of the time.
- Over the past three years, a larger percentage of girls than boys have indicated that they do their best in reading and in writing. For both genders, the percentages of students indicating that they do their best in reading and writing have decreased. However, the statements changed slightly this year from “I try to do my best” to “I do my best.”

Student Questionnaire Results: Attitudes Toward Reading and Writing—Grade 6*

	2008–2009	2009–2010 [†]	2010–2011	2011–2012 [†]	2012–2013	2008–2009	2009–2010 [†]	2010–2011	2011–2012 [†]	2012–2013
Grade 6 students who completed the questionnaire	Female					Male				
	# = 64 074		# = 62 590		# = 62 541	# = 66 216		# = 65 359		# = 64 869
Percentage of students who answered “most of the time” to the following statements:										
I like to read. [‡]	64%		59%		56%	42%		41%		40%
I am a good reader. [‡]	69%		70%		70%	61%		63%		63%
I can understand difficult reading passages. [§]	n/a		39%		36%	n/a		41%		40%
I do my best when I do reading activities in class. [§]	n/a		85%		75%	n/a		76%		65%
I like to write. [‡]	52%		50%		51%	32%		28%		28%
I am a good writer. [‡]	48%		48%		50%	36%		34%		35%
I can communicate my ideas in writing. [§]	n/a		48%		48%	n/a		41%		40%
I do my best when I do writing activities in class. [§]	n/a		84%		73%	n/a		73%		61%

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

[†] In 2009–2010 and 2011–2012, the questionnaire focused on mathematics.

[‡] In 2008–2009, the response options were “yes,” “sometimes” and “no”; in 2010–2011, they were changed to “most of the time,” “sometimes” and “never.” The percentages represent students who answered “yes” or “most of the time.” The wording and layout of the questions also changed slightly in 2010–2011.

[§] The wording of this item changed slightly in 2012–2013.

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

Observations

- Over the past five years, a larger percentage of female than male students have indicated that they like to read and that they are good readers most of the time. The difference between the genders continues to be larger for the statement “I like to read.” For both statements (“I like to read” and “I am a good reader”) and for both genders, the percentages have remained relatively stable, except for the percentage of girls who indicated that they like to read, which has decreased over the past five years.
- Over the past three years, the percentages of students who indicated that they were able to understand difficult reading passages most of the time have been much smaller than the percentages of students who indicated that they were good readers most of the time.
- Over the past five years, a much larger percentage of female than male students have indicated that they like to write and that they are good writers most of the time. The difference between the genders continues to be larger for liking to write.
- Over the past three years, a larger percentage of girls than boys have indicated that they do their best in reading and in writing. For both genders, the percentages of students indicating that they do their best in reading and writing have decreased. However, the items changed slightly this year from “I try to do my best” to “I do my best.”

Student Questionnaire Results: Learning Strategies Used in Reading and Writing*

	2010–2011	2011–2012 [†]	2012–2013	2010–2011	2011–2012 [†]	2012–2013
Grade 3 students who completed the questionnaire	Female			Male		
	# = 58 912		# = 60 268	# = 60 957		# = 62 983
Percentage of students who answered “most of the time” to the following statements:						
I make sure I understand what I am reading.	75%		68%	68%		62%
I organize my ideas before I start to write.	47%		45%	39%		38%
I edit my writing to make it better.	54%		47%	43%		38%
I check my writing for spelling and grammar.	53%		49%	43%		41%
	2010–2011	2011–2012 [†]	2012–2013	2010–2011	2011–2012 [†]	2012–2013
Grade 6 students who completed the questionnaire	Female			Male		
	# = 62 590		# = 62 541	# = 65 359		# = 64 869
Percentage of students who answered “most of the time” to the following statements:						
I make sure I understand what I am reading.	75%		75%	67%		68%
I organize my ideas before I start to write.	38%		38%	31%		29%
I edit my writing to make it better.	59%		53%	44%		40%
I check my writing for spelling and grammar.	57%		53%	46%		44%

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

† In 2011–2012, the questionnaire focused on mathematics.

Observations

- Over the past three years, a larger percentage of female than male students have indicated that they used each of the learning strategies in the table above most of the time while reading or writing. The difference between the percentages of female and male student responses has been the smallest for the first strategy for both Grades 3 and 6.
- This year, the percentage gaps between female and male students' responses were larger in Grade 6.
- This year, the percentages of students who indicated that they used the strategies listed in the table tended to be larger in Grade 6 than in Grade 3, except for the strategy related to organizing ideas before starting to write.

Student Questionnaire Results: Attitudes Toward Mathematics*

	2008–2009	2009–2010	2010–2011 [†]	2011–2012	2012–2013	2008–2009	2009–2010	2010–2011 [†]	2011–2012	2012–2013
Grade 3 students who completed the questionnaire	Female					Male				
	# = 58 867	# = 60 511		# = 59 991	# = 60 268	# = 60 963	# = 62 514		# = 62 113	# = 62 983
Percentage of students who answered “most of the time” to the following statements:										
I like mathematics. [‡]	57%	49%		50%	51%	61%	51%		52%	60%
I am good at mathematics. [‡]	46%	47%		47%	47%	60%	51%		52%	60%
I can answer difficult mathematics questions. [§]	n/a	23%		24%	28%	n/a	29%		30%	42%
I do my best when I do mathematics activities in class. [§]	n/a	90%		90%	76%	n/a	85%		85%	74%

	2008–2009	2009–2010	2010–2011 [†]	2011–2012	2012–2013	2008–2009	2009–2010	2010–2011 [†]	2011–2012	2012–2013
Grade 6 students who completed the questionnaire	Female					Male				
	# = 64 074	# = 63 475		# = 61 155	# = 62 541	# = 66 216	# = 65 718		# = 63 845	# = 64 869
Percentage of students who answered “most of the time” to the following statements:										
I like mathematics. [‡]	38%	37%		40%	39%	51%	44%		48%	55%
I am good at mathematics. [‡]	40%	45%		46%	44%	57%	51%		52%	58%
I am able to answer difficult mathematics questions. [§]	n/a	23%		25%	28%	n/a	32%		33%	44%
I do my best when I do mathematics activities in class. [§]	n/a	88%		89%	74%	n/a	81%		82%	74%

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

[†] In 2010–2011 the questionnaire focused on reading and writing.

[‡] In 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.

[§] The wording of this item changed slightly in 2012–2013.

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.” The percentages were larger in Grade 3 than in Grade 6, especially for the first statement.
- Over the past four years, a larger percentage of male than female students have indicated that they were able to answer difficult mathematics questions most of the time. The percentages of students who answered “most of the time” to “I can answer difficult mathematics questions” are much smaller than the percentages of students who indicated that they were good at mathematics most of the time.
- This year, for both grades and both genders, the percentages of students who indicated doing their best during mathematics activities in class most of the time were smaller than in previous years. However, the item changed slightly this year from “I try to do my best” to “I do my best.”

Student Questionnaire Results: Learning Strategies Used in Mathematics*

	2009–2010	2010–2011 [†]	2011–2012	2012–2013	2009–2010	2010–2011 [†]	2011–2012	2012–2013
Grade 3 students who completed the questionnaire	Female				Male			
	# = 60 511		# = 59 991	# = 60 268	# = 62 514		# = 62 113	# = 62 983
Percentage of students who answered “most of the time” to the following statements:								
I read over a mathematics problem first to make sure I know what I am supposed to do. [‡]	75%		76%	69%	65%		66%	61%
I think about the steps I will use to solve a mathematics problem. [‡]	49%		50%	48%	47%		49%	47%

	2009–2010	2010–2011 [†]	2011–2012	2012–2013	2009–2010	2010–2011 [†]	2011–2012	2012–2013
Grade 6 students who completed the questionnaire	Female				Male			
	# = 63 475		# = 61 115	# = 62 541	# = 65 718		# = 63 845	# = 64 869
Percentage of students who answered “most of the time” to the following statements:								
I read over a mathematics problem first to make sure I know what I am supposed to do. [‡]	78%		80%	77%	66%		68%	69%
I think about the steps I will use to solve a mathematics problem. [‡]	40%		43%	50%	38%		41%	49%

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

[†] In 2010–2011 the questionnaire focused on reading and writing.

[‡] The wording of this item slightly changed in 2012–2013.

Observations

- Over the past five years, a larger percentage of female than male students have indicated that they used the first learning strategy in the table above most of the time when working on a mathematics problem. It is for this strategy that the percentages are larger and that percentages in Grade 6 are larger than in Grade 3.
- For the second strategy in the table above, the percentages have been larger for Grade 3 than for Grade 6 students over the past four years. However, this year, the percentages of students using this strategy were slightly larger in Grade 6.

Student Questionnaire Results: Out-of-School Activities*

	2009–2010	2010–2011	2011–2012	2012–2013	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 students who completed the questionnaire	Female				Male			
	# = 60 511	# = 58 912	# = 59 991	# = 60 268	# = 62 514	# = 60 957	# = 62 113	# = 62 983
Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:†								
Participate in sports or other physical activities	44%	44%	45%	33%	54%	54%	55%	43%
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 or drama activities	63%	64%	62%	49%	39%	38%	42%	29%
Participate in after-school clubs	26%	28%	30%	26%	25%	24%	25%	22%

	2009–2010	2010–2011	2011–2012	2012–2013	2009–2010	2010–2011	2011–2012	2012–2013
Grade 6 students who completed the questionnaire	Female				Female			
	# = 63 475	# = 62 590	# = 61 155	# = 62 541	# = 65 718	# = 65 359	# = 63 845	# = 64 869
Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:†								
Participate in sports or other physical activities	43%	43%	43%	35%	58%	56%	57%	46%
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 or drama activities	57%	58%	55%	46%	33%	31%	35%	26%
Participate in after-school clubs	29%	29%	32%	31%	23%	23%	24%	24%

* Numbers and percentages are based on the total number of students who completed the 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

- For the past four years, a larger percentage of male than female students in both Grades 3 and 6 have indicated participating in sports or other physical activities every day or almost every day. However, the percentage of all students who indicated doing so declined somewhat this year.
- For the past four years, the percentage of female students who indicated participating in after-school clubs and arts activities has continued to be larger than the percentage of male students who indicated that they do so at least once a week. The percentage of all students who indicated participating in arts activities has declined since 2009–2010.
- The largest difference between the genders was for participation in arts activities.

Student Questionnaire Results: Parental Involvement*

	2009– 2010 [†]	2010– 2011 [‡]	2011– 2012 [†]	2012– 2013	2009– 2010 [†]	2010– 2011 [‡]	2011– 2012 [†]	2012– 2013
Grade 3 students who completed the questionnaire	Female				Male			
	# = 60 511	# = 58 912	# = 59 991	# = 60 268	# = 62 514	# = 60 957	# = 62 113	# = 62 983
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 activities they do in school	51%	49%	51%	58%	40%	39%	41%	48%
Talk about the reading and writing work they do in school	n/a	37%	n/a	36%	n/a	29%	n/a	29%
Talk about the mathematics they do in school	30%	n/a	30%	38%	24%	n/a	25%	34%
Read together	23%	24%	22%	30%	19%	19%	19%	25%
Look at their school agenda	56%	55%	56%	54%	53%	52%	53%	52%
Use a computer together	13%	14%	13%	17%	13%	14%	13%	18%

	2009– 2010 [†]	2010– 2011 [‡]	2011– 2012 [†]	2012– 2013	2009– 2010 [†]	2010– 2011 [‡]	2011– 2012 [†]	2012– 2013
Grade 6 students who completed the questionnaire	Female				Male			
	# = 63 475	# = 62 590	# = 61 155	# = 62 541	# = 65 718	# = 65 359	# = 63 845	# = 64 869
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 activities they do in school	42%	42%	42%	56%	34%	35%	36%	50%
Talk about the reading and writing work they do in school	n/a	23%	n/a	30%	n/a	19%	n/a	26%
Talk about the mathematics they do in school	17%	n/a	19%	37%	15%	n/a	17%	34%
Read together	4%	4%	5%	7%	4%	4%	4%	7%
Look at their school agenda	29%	28%	28%	31%	30%	30%	30%	34%
Use a computer together	5%	6%	5%	10%	5%	6%	5%	11%

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

[†] The questionnaire focused on mathematics.

[‡] The questionnaire focused on reading and writing.

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

Observation

- 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, talking about the activities they do in school and talking about the mathematics they do in school. The percentage of students talking about mathematics has increased in Grade 3 and has more than

doubled in Grade 6. The percentage of students reading with a parent has also increased in Grade 3 and has increased slightly in Grade 6.

The following tables provide results from a sample of items from the questionnaires completed by teachers and principals during the 2013 administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions.

Teacher Questionnaire Results—Grade 3

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Teachers who completed the questionnaire	# = 8613	# = 8598	# = 8548	# = 8917	# = 7183
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	63%	83%	80%	62%	76%
To identify areas of strength and areas for improvement in elementary programs	78%	86%	82%	65%	79%
To inform planning of elementary programs	67%	76%	71%	57%	66%
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	80%	78%	62%	79%
To inform classroom instruction	n/a	89%	88%	69%	87%
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for language instruction (reading and writing) this year:*					
Computer software (e.g., for word processing, to do research)	56%	<i>The question focused on mathematics.</i>	66%	<i>The question focused on mathematics.</i>	73%
Library or resource-centre language materials (e.g., print and audiovisual) [†]	83%		73%		78%
Presentation technology (e.g., interactive white board, LCD projector)	n/a		53%		72%
Language instruction materials that they or other teachers at their school developed [†]	91%		76%		75%
Language instruction materials that their board or other boards developed [†]	80%		59%		58%
Language instruction materials that the Ministry of Education developed	n/a		59%		59%
Commercial language instruction materials	n/a		70%		67%

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

[†] In 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 2011, 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 or 2010–2011.

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. The percentages have increased since 2011–2012.
- In 2012–2013, among all listed in the table, the three types of resources that Grade 3 teachers most frequently reported using for language instruction were library or resource-centre language materials (e.g., print and audiovisual), presentation technology and materials that they or other teachers in their school had developed.
- Over the past five years, the percentages of teachers who indicated that they frequently or sometimes used computer software and presentation technology have increased.

Teacher Questionnaire Results—Grade 3 (continued)

	2010–2011	2011–2012	2012–2013
Teachers who completed the questionnaire	# = 8548		# = 7183

USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)

Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during language-related activities (reading and writing) this year:^{*†}

Computer software (e.g., for word processing, to do research)	50%	The question focused on mathematics.	56%
Tools to help with writing (e.g., dictionary, checklist, graphic organizer)	90%		89%
Internet (e.g., to access information)	49%		58%

	2009–2010	2010–2011	2011–2012	2012–2013
Teachers who completed the questionnaire [‡]	# = 8598	# = 8548	# = 8917	# = 7183

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%	60%
The links between EQAO results and instructional and/or assessment strategies	n/a	n/a	43%	55%

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%	82%
Suggestions for what to do at home to support learning	94%	97%	70%	90%
Suggestions for resources to use at home to support learning	90%	92%	67%	88%
Information about their child's progress	98%	98%	74%	94%

* Significant changes were made to this question in 2010–2011; hence, data are not available for previous years.

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

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

§ The percentages represent teachers who responded “once,” or “2–3 times.” The other response option was “never.”

** 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 “once” and “never.”

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

Observations

- In 2012–2013, more than half of Grade 3 teachers indicated that they had frequently or sometimes asked their students to use language-related computer software or the Internet during language-related activities, while nearly all indicated having asked students to use tools such as dictionaries to help with their writing with the same frequency.
- In 2012–2013, nearly all 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. The percentages of teachers who indicated that they had shared the links between EQAO assessments and *The Ontario Curriculum* and the links between EQAO results and instructional and assessment strategies at least once a year have increased.

Teacher Questionnaire Results—Grade 6

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Teachers who completed the questionnaire	# = 7237	# = 7206	# = 7311	# = 7575	# = 6116
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year, independently or as a group, to do the following:^{*,†}					
To identify how well students are meeting curriculum expectations	60%	81%	78%	59%	75%
To identify areas of strength and areas for improvement in elementary programs	74%	83%	80%	61%	77%
To inform planning of elementary programs	62%	72%	67%	52%	65%
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	74%	73%	57%	75%
To inform classroom instruction	n/a	85%	82%	65%	83%
	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Teachers who completed the questionnaire [‡]	# = 6935		# = 6771		# = 5651
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., for word processing, to do research)	55%	The question focused on mathematics.	84%	The question focused on mathematics.	88%
Library or resource-centre language materials (e.g., print and audiovisual) [§]	85%		76%		74%
Presentation technology (e.g., interactive white board, LCD projector)	n/a		67%		84%
Language instruction materials that they or other teachers at their school developed [§]	92%		76%		76%
Language instruction materials that their board or other boards developed [§]	81%		57%		57%
Language instruction materials that the Ministry of Education developed	n/a		57%		58%
Commercial language instruction materials	n/a		67%		64%

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

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

‡ Only teachers who teach language answered this question.

§ In 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.

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. The percentages have increased since 2011–2012.
- In 2012–2013, among all listed in the table, the types of resources that Grade 6 teachers most frequently reported using for language instruction were computer software, library or resource-centre language materials (e.g., print and audiovisual), presentation technology and materials they or other teachers in their school had developed.
- Over the past five years, the percentages of teachers who indicated that they frequently or sometimes used computer software and presentation technology have increased.

Teacher Questionnaire Results—Grade 6 (continued)

	2010–2011	2011–2012	2012–2013
Teachers who completed the questionnaire*	# = 6771		# = 5651

USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)

Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during *language-related* activities this year:^{†‡}

Computer software (e.g., for word processing, to do research)	79%	The question focused on mathematics.	84%
Tools to help with writing (e.g., dictionary, checklist, graphic organizer)	92%		92%
Internet (e.g., to access information)	82%		87%

	2009–2010	2010–2011	2011–2012	2012–2013
Teachers who completed the questionnaire	# = 7206	# = 7311	# = 7575	# = 6116

COMMUNICATION WITH PARENTS AND GUARDIANS[§]

Percentage of teachers who shared the following with the majority of the parents and guardians of their students at least once this year:^{**}

The links between EQAO assessments and <i>The Ontario Curriculum</i>	n/a	n/a	42%	55%
The links between EQAO results and instructional and/or assessment strategies	n/a	n/a	39%	50%

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

Instructional strategies for their child	82%	86%	58%	74%
Suggestions for what to do at home to support learning	89%	91%	65%	85%
Suggestions for resources to use at home to support learning	82%	85%	61%	81%
Information about their child's progress	97%	97%	71%	92%

* Only teachers who teach language answered this question.

† Significant changes were made to this question in 2010–2011; 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 2% to 3% in the two previous years. The percentages in the table are based on the number of teachers who completed the 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 “once” or “2–3 times.” The other response option was “never.”

†† 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 “once” and “never.”

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

Observations

- In 2012–2013, nearly all Grade 6 teachers indicated that they frequently or sometimes asked their students to use a computer (software or the Internet) and tools such as dictionaries to help with their writing during language-related activities.
- In 2012–2013, a large percentage of teachers indicated that they shared the information listed in the table above with parents at least two or three times a year.

Principal Questionnaire Results Over Time

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Elementary school principals who completed the questionnaire	# = 3478	# = 3466	# = 3446	# = 3448	# = 3234
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	91%	93%	90%	89%	84%
To identify areas of strength and areas for improvement in elementary programs	91%	97%	96%	95%	93%
To guide school improvement initiatives	95%	97%	96%	95%	92%
To identify what resources are needed and to support their acquisition	71%	77%	70%	69%	63%
To support change in teaching practices	88%	90%	87%	86%	80%
To communicate with parents and guardians about student achievement	77%	83%	80%	76%	75%

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

Observation

- Over the past five years, large percentages of principals have indicated that they had used EQAO data for the various purposes listed in the table; more than 90% have indicated that they had used EQAO data to identify areas of strength and areas for improvement in elementary programs and to guide school improvement initiatives.

Principal Questionnaire Results Over Time (continued)

	2009–2010	2010–2011	2011–2012	2012–2013
Elementary school principals who completed the questionnaire	# = 3466	# = 3446	# = 3448	# = 3234
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%	33%
Extended science- and technology-related activities (e.g., science fair)	40%	38%	36%	28%
Extended reading activities (e.g., book club, school-wide reading period)	79%	75%	72%	52%
Extended writing activities (e.g., writing contest)	55%	50%	41%	32%
Extended speaking activities (e.g., school radio, debate club, play, poetry recital)	64%	58%	53%	40%
Other extended learning activities (e.g., chess club, concert, trivia challenge, guest speaker)	83%	81%	81%	60%
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%	18%
Helping parents and guardians understand the link between EQAO results and the school improvement plan	n/a	n/a	26%	21%
Being responsive to the needs of individual parents and guardians (e.g., flexible meeting times)	83%	81%	75%	71%
Keeping parents and guardians informed about school activities	84%	82%	85%	82%
PARENTAL ENGAGEMENT IN SCHOOL ACTIVITIES				
Percentage of principals who indicated that parents and guardians of the students at their school did the following “to some extent” or “to a great extent” this year:				
Participated in discussions about EQAO results and how they relate to the school improvement plan	n/a	n/a	28%	25%
Participate in school activities for parents, guardians and families	81%	78%	73%	61%
Show support for teachers’ efforts	89%	89%	87%	78%
Volunteer in classroom activities	74%	71%	73%	70%
Work collaboratively with teachers to ensure that students met learning goals	72%	69%	71%	65%

* 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 four years, the percentages of principals who reported that their school offered the various activities listed in the table have decreased. Extended reading activities have remained those most reported by principals.
- Over the past four years, more than 80% of principals have indicated that their school was successful or very successful in keeping parents informed about school activities. In 2012–

2013, almost 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 four years, the percentages of principals who reported that parents and guardians participated to some extent or to a great extent in the school activities mentioned in the table above have decreased.

Achievement Results:

Primary Division

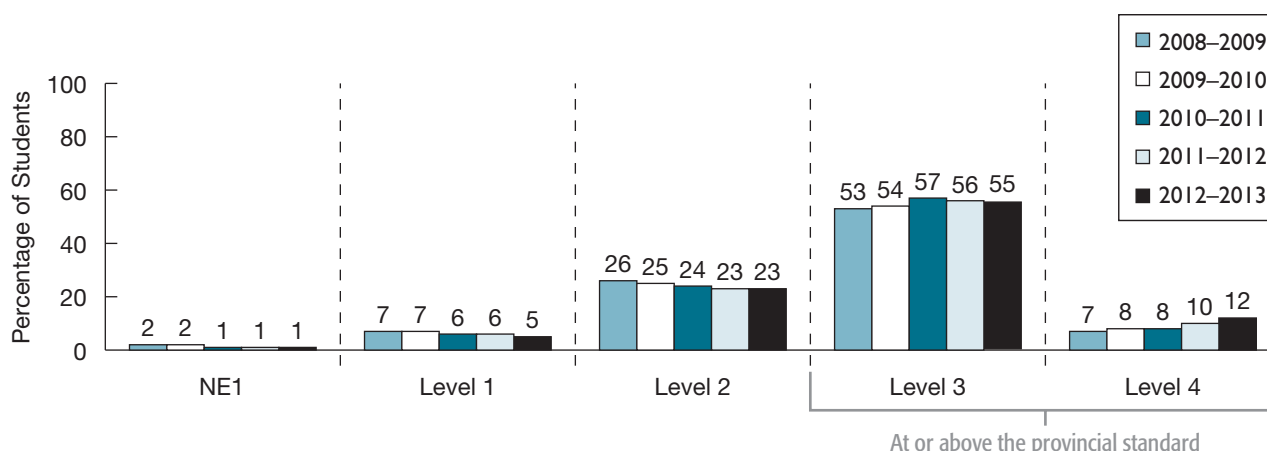
Achievement Results: Primary Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 3 Students Over Time*

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 121 787	# = 123 813	# = 119 914	# = 121 727	# = 122 450
Level 4	7%	8%	8%	10%	12%
Level 3	53%	54%	57%	56%	55%
Level 2	26%	25%	24%	23%	23%
Level 1	7%	7%	6%	6%	5%
NEI	2%	2%	1%	1%	1%
No Data	1%	1%	1%	<1%	1%
Exempt	4%	3%	3%	3%	3%
At or Above the Provincial Standard†	61%	62%	65%	66%	68%

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 40.

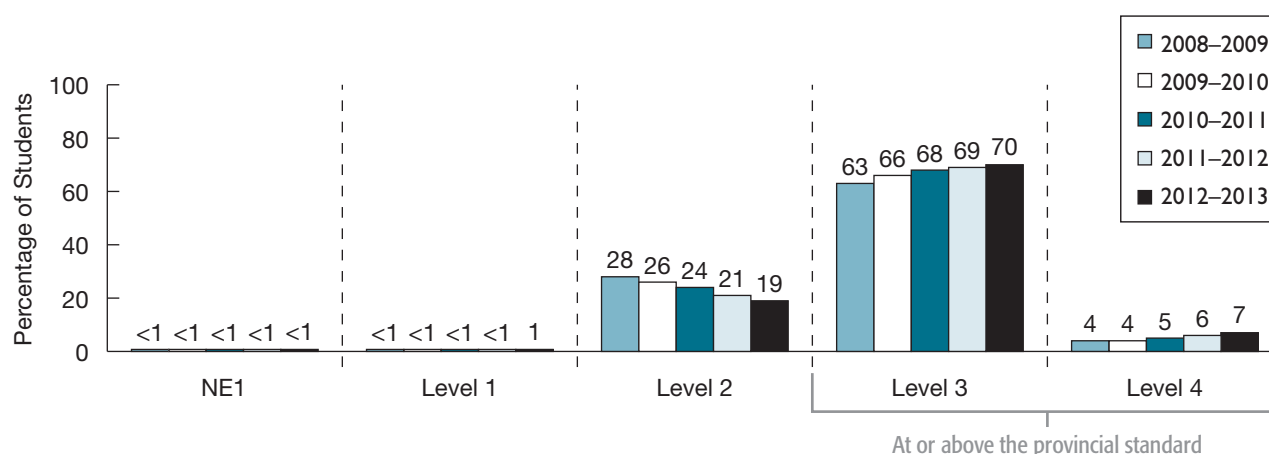
Observations

- Over the past five years, the percentage of students performing at or above the provincial standard in reading has steadily increased (a seven-percentage-point increase, from 61% to 68%).
- Over the past five years, the percentage of students who achieved a Level 4 has steadily increased (a five-percentage-point increase), and the percentage of students who achieved a Level 2 has slightly decreased by three percentage points.
- In 2012–2013, the percentage of students performing at or above the provincial standard in reading increased by two percentage points (to 68%) over the previous year's.

Writing: Results for All Grade 3 Students Over Time*

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 121 788	# = 123 800	# = 119 873	# = 121 727	# = 122 447
Level 4	4%	4%	5%	6%	7%
Level 3	63%	66%	68%	69%	70%
Level 2	28%	26%	24%	21%	19%
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†	68%	70%	73%	76%	77%

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.

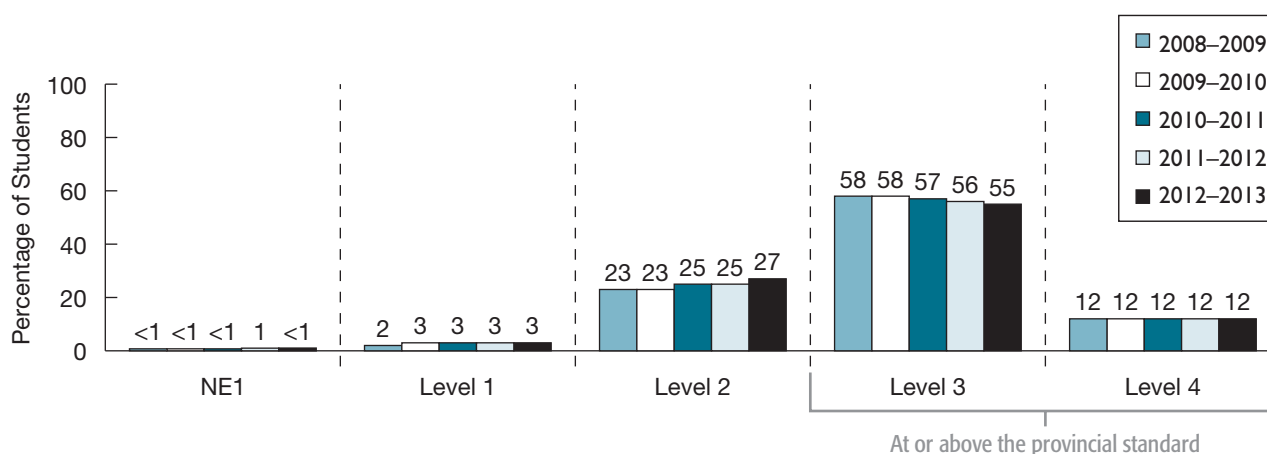
Observations

- Over the past five years, the percentage of students performing at or above the provincial standard in writing has steadily increased (a nine-percentage-point increase, from 68% to 77%).
- Over the past five years, the percentage of students who achieved a Level 2 has steadily decreased (a nine-percentage-point decrease), while the percentage of those who achieved a Level 3 has increased by seven percentage points. The percentage of students who achieved a Level 4 has increased by three percentage points.
- In 2012–2013, the percentage of students performing at or above the provincial standard in writing increased by one percentage point (to 77%) over the previous year's.

Mathematics: Results for All Grade 3 Students Over Time*

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 125 464	# = 127 726	# = 124 104	# = 126 439	# = 127 633
Level 4	12%	12%	12%	12%	12%
Level 3	58%	58%	57%	56%	55%
Level 2	23%	23%	25%	25%	27%
Level 1	2%	3%	3%	3%	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†	70%	71%	69%	68%	67%

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

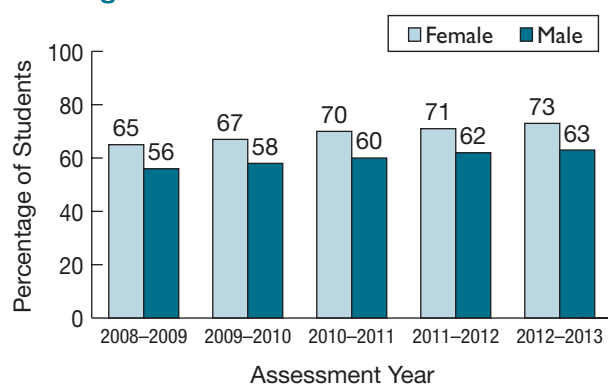
- Over the past five years, the percentage of students performing at or above the provincial standard in mathematics has declined by three percentage points.
- Over the past five years, the percentage of students who achieved a Level 4 has remained stable at 12%, while the percentage of students who achieved a Level 3 has decreased by three percentage points, and the percentage of students who achieved a Level 2 has increased by four percentage points.
- In 2012–2013, the percentage of students performing at or above the standard in mathematics decreased by one percentage point (to 67%) from the previous year's.

RESULTS BY GENDER

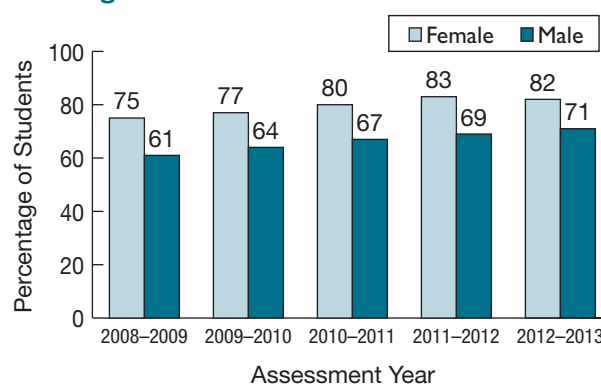
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time^{*†}

	2008–2009				2009–2010				2010–2011				2011–2012				2012–2013			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	58 888	65%	62 899	56%	60 067	67%	63 745	58%	58 169	70%	61 745	60%	58 978	71%	62 749	62%	58 950	73%	63 500	63%
WRITING	58 889	75%	62 899	61%	60 060	77%	63 739	64%	58 150	80%	61 723	67%	58 978	83%	62 749	69%	58 949	82%	63 498	71%
MATHEMATICS	60 985	72%	64 479	69%	62 307	71%	65 418	71%	60 578	69%	63 526	68%	61 592	69%	64 847	68%	61 884	67%	65 749	66%

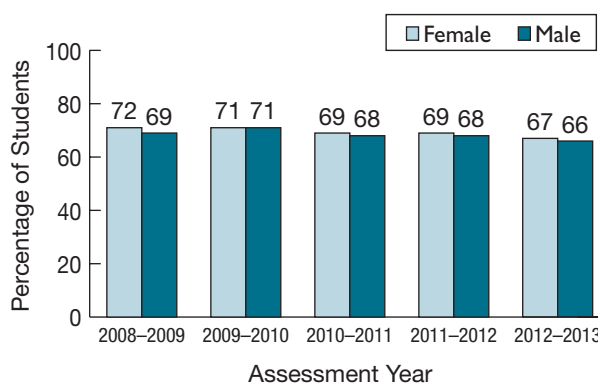
Reading



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 in reading and writing has been in favour of female students. Over this period, the gap in reading has varied between nine and 10 percentage points; in writing, the gap has varied between 11 and 14 percentage points; in mathematics, the percentage of female students performing at or above the standard has been the same as or slightly larger than that of males. This year, in writing, the gender gap in Grade 3 was the lowest it has been in five years (11 percentage points).
- Over the past five years, the percentage of female students performing at or above the provincial standard in reading has increased by eight percentage points in reading, and the percentage of

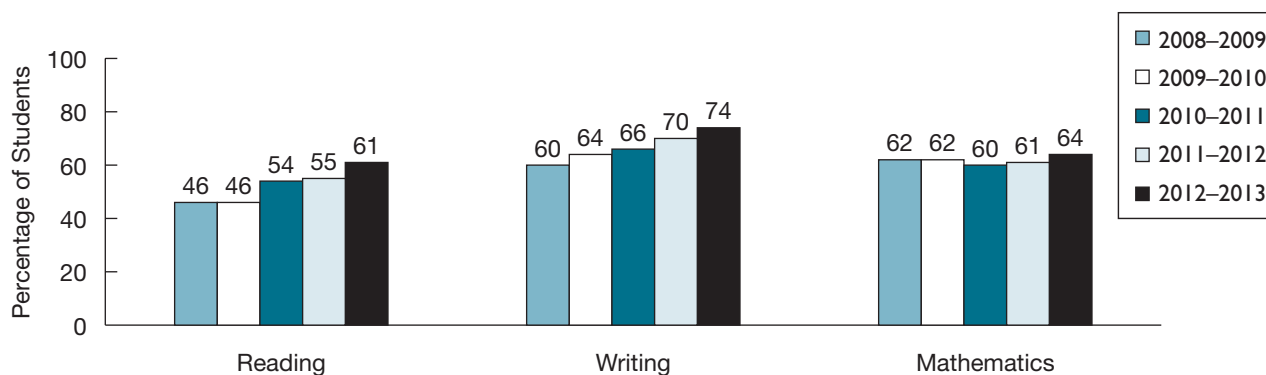
male students, by seven percentage points. In writing, the percentage of female students performing at or above the provincial standard has increased by seven percentage points, and the percentage of male students, by 10 percentage points. In mathematics, the percentage of female students performing at or above the provincial standard has decreased by five percentage points, and the percentage of male students, by three percentage points.

- In 2012–2013, a larger percentage of female than male Grade 6 students performed at or above the provincial standard in each of reading (73% versus 63%), writing (82% versus 71%) and mathematics (67% versus 66%).

RESULTS BY STUDENT STATUS

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

	2008–2009		2009–2010		2010–2011		2011–2012		2012–2013	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	11 229	46%	11 921	46%	12 316	54%	12 991	55%	15 986	61%
WRITING	11 229	60%	11 922	64%	12 318	66%	12 991	70%	15 986	74%
MATHEMATICS	11 278	62%	11 990	62%	12 366	60%	13 101	61%	16 092	64%



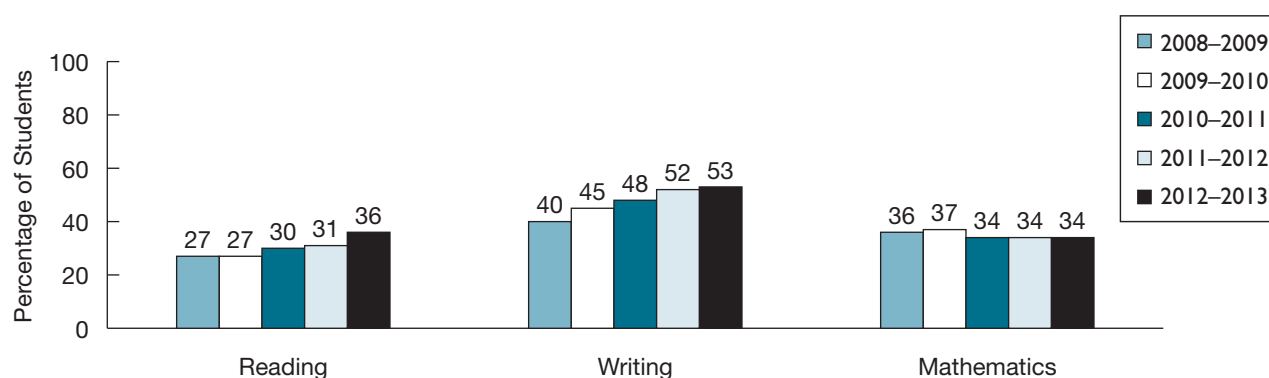
* See the Explanation of Terms.

Observations

- Over the past five years, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased by 15 percentage points in reading and two percentage points in mathematics. In writing, the percentage of Grade 3 English language learners performing at or above the provincial standard has been steadily increasing (a 14-percentage-point increase).
- In 2012–2013, the percentage of Grade 3 English language learners performing at or above the provincial standard increased by six percentage points in reading (to 61%), by four percentage points in writing (to 74%) and by three percentage points in mathematics (to 64%) over the previous year's percentages.
- Over the past five years, the improvements in the performance of Grade 3 English language learners in reading and writing have exceeded that of the Grade 3 population as a whole.

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

	2008–2009		2009–2010		2010–2011		2011–2012		2012–2013	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	18 151	27%	19 234	27%	19 230	30%	20 482	31%	21 192	36%
WRITING	18 151	40%	19 232	45%	19 224	48%	20 482	52%	21 192	53%
MATHEMATICS	18 291	36%	19 338	37%	19 408	34%	20 685	34%	21 449	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 nine percentage points in reading. In writing, it has been steadily increasing (a 13-percentage-point increase).
- In mathematics, compared to five years ago, the percentage of students performing at or above the provincial standard has decreased by two percentage points, from 36% to 34%; it has remained the same since 2010–2011.
- In 2012–2013, the percentage of Grade 3 students with special education needs performing at or above the provincial standard increased by five percentage points in reading (to 36%) and by one percentage point in writing (to 53%) over the previous year's percentages.
- Over the past five years, the improvements in the performance of Grade 3 students with special education needs in reading and writing have exceeded that of the Grade 3 population as a whole.

Achievement Results:

Junior Division

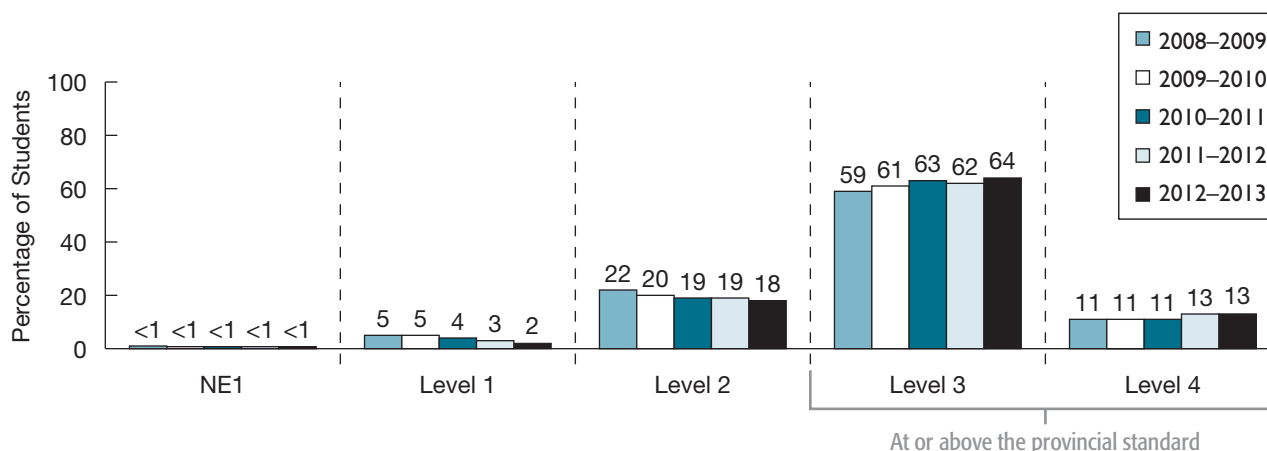
Achievement Results: Junior Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 6 Students Over Time*

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 136 069	# = 134 201	# = 132 283	# = 129 420	# = 131 514
Level 4	11%	11%	11%	13%	13%
Level 3	59%	61%	63%	62%	64%
Level 2	22%	20%	19%	19%	18%
Level 1	5%	5%	4%	3%	2%
NEI	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	<1%
Exempt	3%	2%	2%	2%	2%
At or Above the Provincial Standard†	69%	72%	74%	75%	77%

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.

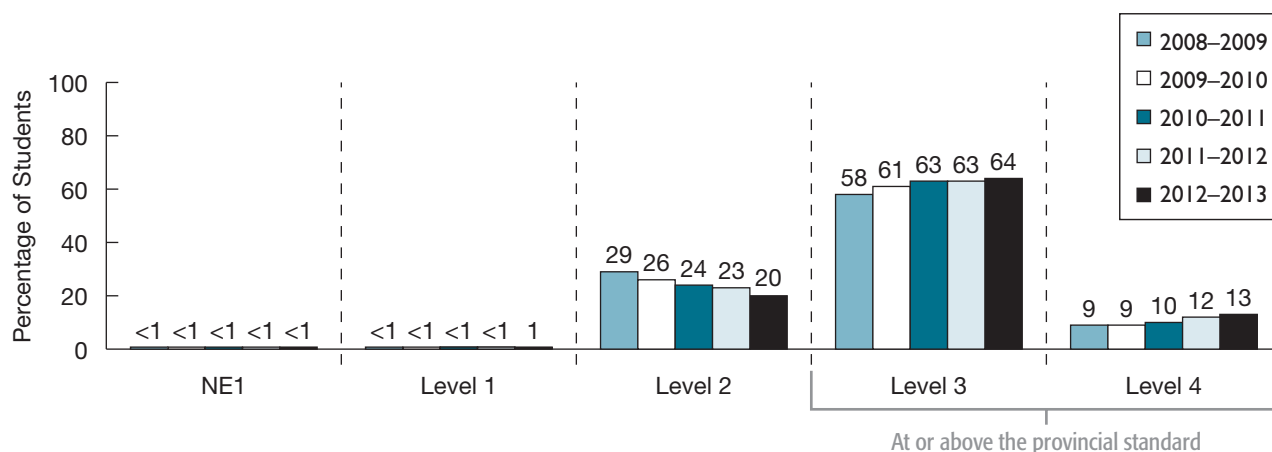
Note: An explanation of terms used in the tables is available on page 40.

Observations

- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard in reading has been steadily increasing (an eight-percentage-point increase, from 69% to 77%).
- Over the past five years, the percentage of students who achieved a Level 3 has increased by five percentage points, and the percentage of students who achieved a Level 2 has decreased by four percentage points.
- In 2012–2013, the percentage of Grade 6 students performing at or above the provincial standard in reading increased by two percentage points from the previous year's.

Writing: Results for All Grade 6 Students Over Time*

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 136 075	# = 134 288	# = 132 266	# = 129 420	# = 131 504
Level 4	9%	9%	10%	12%	13%
Level 3	58%	61%	63%	63%	64%
Level 2	29%	26%	24%	23%	20%
Level 1	<1%	<1%	<1%	<1%	1%
NEI	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	<1%
Exempt	3%	2%	2%	2%	2%
At or Above the Provincial Standard†	67%	70%	73%	74%	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.

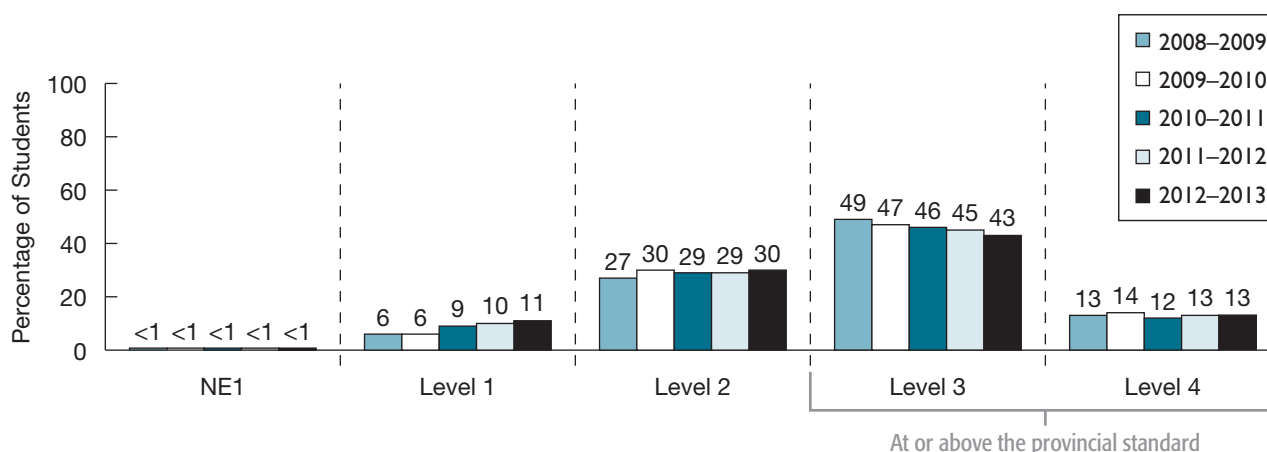
Observations

- Over the past five years, the percentage of students at or above the provincial standard in writing has been steadily increasing (a nine-percentage-point increase, from 67% to 76%).
- Over the past five years, the percentage of students who achieved a Level 2 has steadily decreased (a nine-percentage-point decrease), while the percentage of those who achieved a Level 3 has increased by six percentage points. The percentage of students who achieved a Level 4 has increased by four percentage points.
- In 2012–2013, the percentage of Grade 6 students performing at or above the provincial standard in writing increased by two percentage points over the previous year's.

Mathematics: Results for All Grade 6 Students Over Time*

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 136 075	# = 134 241	# = 132 223	# = 129 368	# = 131 543
Level 4	13%	14%	12%	13%	13%
Level 3	49%	47%	46%	45%	43%
Level 2	27%	30%	29%	29%	30%
Level 1	6%	6%	9%	10%	11%
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†	63%	61%	58%	58%	57%

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.

Observations

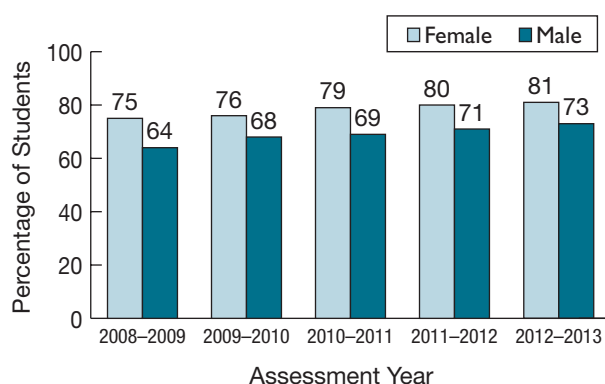
- Compared to five years ago, the percentage of Grade 6 students at or above the provincial standard in mathematics has decreased by six percentage points, from 63% to 57%. In 2012–2013, it decreased by one percentage point over the previous year's.
- Over the past five years, the percentage of students who achieved a Level 4 has remained relatively stable, while the percentage of students who achieved a Level 3 has decreased by six percentage points, and the percentage of students who achieved a Level 2 has increased by three percentage points.

RESULTS BY GENDER

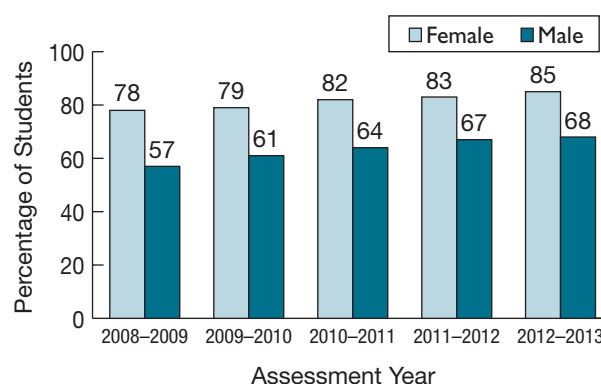
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

	2008–2009				2009–2010				2010–2011				2011–2012				2012–2013			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	66 270	75%	69 799	64%	65 329	76%	68 851	68%	64 192	79%	68 054	69%	62 827	80%	66 583	71%	64 026	81%	67 479	73%
WRITING	66 275	78%	69 800	57%	65 369	79%	68 898	61%	64 183	82%	68 046	64%	62 827	83%	66 583	67%	64 022	85%	67 473	68%
MATHEMATICS	66 275	64%	69 800	61%	65 342	62%	68 878	59%	64 153	60%	68 033	57%	62 798	59%	66 560	57%	64 035	57%	67 499	56%

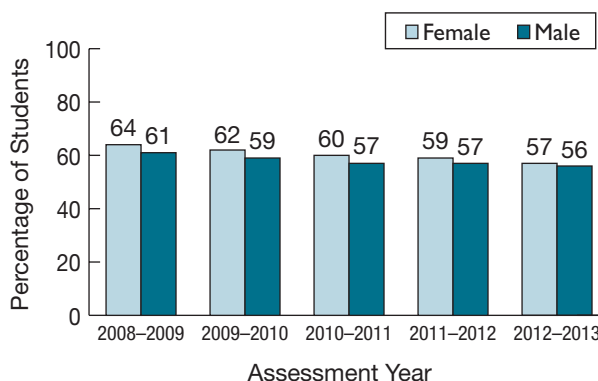
Reading



Writing



Mathematics



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

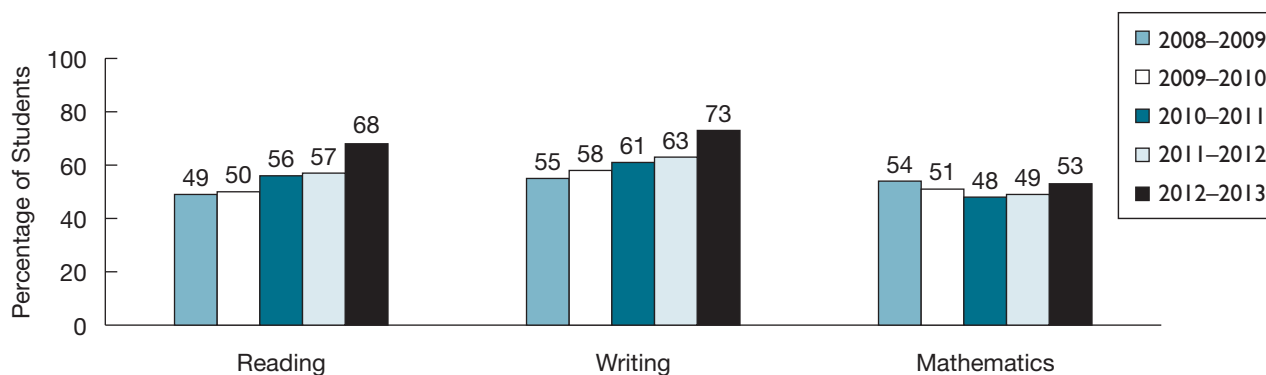
Observations

- Over the past five years,
 - the percentage of male students performing at or above the provincial standard has increased by nine percentage points in reading and by 11 percentage points in writing.
 - the percentage of female students performing at or above the provincial standard has increased by six percentage points in reading and by seven percentage points in writing.
 - the percentage of male and female students performing at or above the provincial standard in mathematics has decreased by five and seven percentage points, respectively.
- the gender gap in favour of female students has remained relatively consistent and continues to be particularly pronounced in reading and writing. In writing, the gap has been consistently larger in Grade 6 (16 to 21 percentage points) than in Grade 3 (11 to 14 percentage points).
- In 2012–2013, a larger percentage of female than male Grade 6 students performed at or above the provincial standard in each of reading (81% versus 73%), writing (85% versus 68%) and mathematics (57% versus 56%).

RESULTS BY STUDENT STATUS

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

	2008–2009		2009–2010		2010–2011		2011–2012		2012–2013	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	7538	49%	7773	50%	8159	56%	9119	57%	12 369	68%
WRITING	7538	55%	7793	58%	8157	61%	9119	63%	12 369	73%
MATHEMATICS	7538	54%	7794	51%	8158	48%	9113	49%	12 394	53%



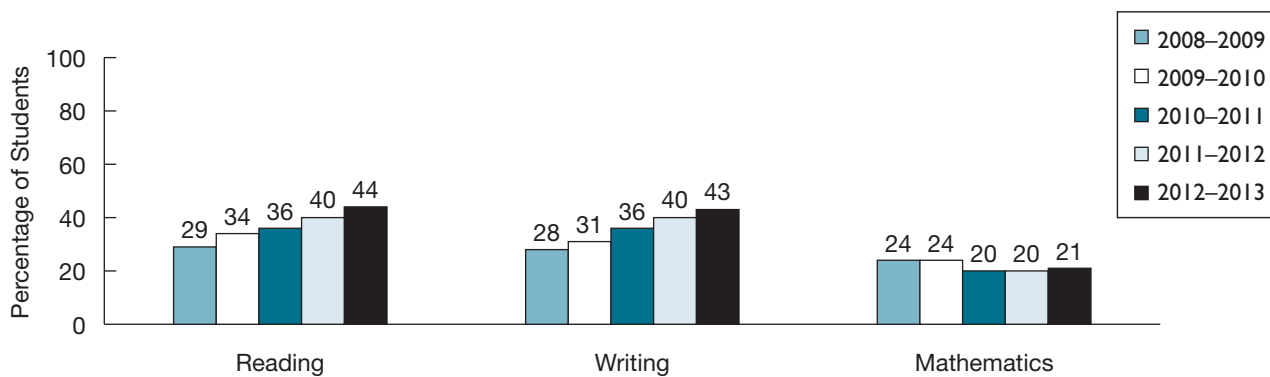
* See the Explanation of Terms.

Observations

- Over the past five years, the percentages of Grade 6 English language learners performing at or above the provincial standard have been steadily increasing in reading and in writing (a 19-percentage-point increase, and an 18-percentage-point increase, respectively).
- In 2012–2013, the percentage of Grade 6 English language learners performing at or above the provincial standard increased by 11 percentage points in reading (to 68%) and 10 percentage points in writing (to 73%) over the previous year's percentages.
- In mathematics, the percentage of Grade 6 English language learners performing at or above the provincial standard has been variable (between 48% and 54%). In 2012–2013, it increased by four percentage points (to 53%) over the previous year's.
- Over the past five years, the improvements in the performance of Grade 6 English language learners in reading and writing have 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*

	2008–2009		2009–2010		2010–2011		2011–2012		2012–2013	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	24 319	29%	24 813	34%	25 052	36%	25 364	40%	26 847	44%
WRITING	24 325	28%	24 827	31%	25 050	36%	25 364	40%	26 845	43%
MATHEMATICS	24 325	24%	24 812	24%	25 053	20%	25 362	20%	26 849	21%



* 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 been steadily increasing in reading and in writing (a 15-percentage-point increase in both subjects). In mathematics, it has decreased by three percentage points.
- In 2012–2013, 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 44%), three percentage points in writing (to 43%) and one percentage point in mathematics over the previous year's percentages.
- Over the past five years, the improvements in the reading and writing performance of Grade 6 students with special education needs have 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 steadily increased (a seven-percentage-point increase, from 61% to 68%). In 2012–2013, this percentage increased by two percentage points (to 68%) over the previous year's.
- Over the past five years, the percentage of students performing at or above the provincial standard in writing has steadily increased (a nine-percentage-point increase, from 68% to 77%).
- Over the past five years, the percentage of students performing at or above the provincial standard in mathematics has declined by three percentage points. In 2012–2013, the percentage of students at or above the standard in this subject decreased by one percentage point (to 67%) from the previous year's.
- Over the past five years, the gender gap in reading and writing has been in favour of female students; in mathematics, the percentage of female students performing at or above the standard has been the same as or slightly larger than that of males.
- In 2012–2013, a larger percentage of female than male students performed at or above the provincial standard in reading (73% versus 63%) and writing (82% versus 71%). The percentage of female students performing at or above the provincial standard in mathematics (67%) was slightly larger than that of males (66%).
- Over the past five years, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased by 15 percentage points in reading (to 61%) and two percentage points in mathematics (to 64%). In writing, the percentage of Grade 3 English language learners performing at or above the provincial standard has been steadily increasing (a 14-percentage-point increase to 74%).
- 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 nine percentage points in reading (to 36%). In writing, it has been steadily increasing (a 13-percentage-point increase to 53%).
- In mathematics, compared to five years ago, the percentage of students performing at or above the provincial standard has decreased by two percentage points, from 36% to 34%; it has remained the same since 2010–2011.
- Over the past five years, the improvements in the reading and writing performance of Grade 3 English language learners and of Grade 3 students with special education needs have 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,” while larger percentages of female than male students have responded “most of the time” to the equivalent statements in reading and in writing.

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 steadily increased (an eight-percentage-point increase, from 69% to 77%).
- Over the past five years, the percentage of students performing at or above the provincial standard in writing has steadily increased (a nine-percentage-point increase, from 67% to 76%).
- Compared to five years ago, the percentage of Grade 6 students performing at or above the provincial standard in mathematics has decreased by six percentage points, from 63% to 57%. Since 2011–2012, it has decreased by one percentage point over the previous year's.
- In 2012–2013, a larger percentage of female than male Grade 6 students performed at or above the provincial standard in each of reading (81% versus 73%), writing (85% versus 68%) and mathematics (57% versus 56%).
- 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 percentages of Grade 6 English language learners performing at or above the provincial standard have been steadily increasing in reading and in writing (a 19-percentage-point increase to 68%, and an 18-percentage-point increase to 73%, respectively).
- 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 53%. In 2012–2013, it increased by four percentage points over the previous year's.

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

- Over the past five years, the percentage of Grade 6 students with special education needs performing at or above the provincial standard has been steadily increasing in reading and in writing (a 15-percentage-point increase to 44% and to 43%, respectively). In mathematics, it has decreased by three percentage points, from 24% to 21%.
- Over the past five years, the improvements in the reading and writing performance of Grade 6 English language learners and of Grade 6 students with special education needs have exceeded that of the Grade 6 population as a whole.
- 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,” while a larger percentage of female than male students have responded “most of the time” to the equivalent statements in reading and in writing.

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 students who did not have a result due to absence or other reasons.

Exempt

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

English Language Learners

These are 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)

These are 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 2012–2013 Assessment of Reading, Writing and Mathematics, Primary Division, as well as on those of the previous four school years (2008–2009 to 2011–2012), and on feedback from teachers who scored the 2012–2013 assessment.

The released 2012–2013 *Language 2* booklet 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 previous years, primary students performed better on multiple-choice than on open-response questions when demonstrating their reading comprehension. Students continued to perform best on multiple-choice questions measuring Reading Skill 1 (understanding explicitly stated information and ideas). This year, they performed slightly better on Reading Skill 3 (making connections between information and ideas in the reading selection and personal knowledge and experience) than on Reading Skill 2 (understanding implicitly stated information and ideas). On open-response questions, students performed slightly better on the question measuring Reading Skill 3 than on that measuring Reading Skill 1. As in 2012, performance on questions measuring Reading Skill 2 was lowest. For Reading Skill 3 open-response questions, scorers noted that students made fewer irrelevant personal connections to texts (e.g., “This reminds me of...” and “I remember when...”) than in previous years. More students understood that the direction to “use your own ideas” required them to provide their ideas as a response to the question and provide specific and relevant evidence from the text. For example, in response to question 11 of the long narrative text “The Board,” when asked to “Explain how the student is feeling,” scorers noted that successful students included specific and relevant details from the text and avoided personal connections such as “When I was breaking a board” and “I would feel that way too.”	Reading Skills and Expectations Teach reading by combining knowledge of student reading skills through systematic assessment for learning with effective teaching practices and careful text selection. Implement an appropriate balance of reading, using recommendations from the Primary Reading Discussion Paper (e.g., systematic assessment of student progress, teaching through gradual release of responsibility, oral language instruction, accountable talk, metacognitive development, strategy use, extensive time reading, finding ways to motivate students to engage in literacy activities) to help all students improve their reading achievement. 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. Regularly use text-dependent questions that require students to go back to the text to find evidence. Use questions that require students to reread and think about the text. 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. Have students practise going back to the text to find relevant examples and evidence that supports or proves their answer. A requirement of any response includes the need to demonstrate comprehension using evidence from the text that directly supports the student answer.

PRIMARY DIVISION: READING (continued)

Observations

Students continued to perform best on questions measuring Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently). This expectation is measured by multiple-choice questions only. Students' performance was about the same 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).

On open-response questions, students continued to perform somewhat better on questions measuring Overall Reading Expectation 1 than on those measuring Overall Reading Expectation 2.

Scorers reported that students who scored the top codes (Codes 30 and 40) on open-response reading tasks tended to use key words from the question to focus their response 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.

Strategies for Improvement

Reading Skills and Expectations (continued)

To prompt student analysis and rereading of the text, use probes and follow-up questions like "How do you know?" "Why?" "Explain your thinking further" 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."

Ensure that the **four resource model** components (i.e., code user, meaning maker, text user, text analyzer) are present in reading instruction. To help address Overall Reading Expectation 2, lead students through text to demonstrate how to become meaning makers who think about the clues provided by the author and ask questions about the implied meaning beyond what is explicitly stated in the text. Provide opportunities for students to be text analyzers to determine the author's purpose, intentional organization and inclusion of details. Model how to use the **arc of inquiry** to critically think about what the author has presented in a text.

Provide multiple approaches when explicitly showing students 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?"). Consider implications for **teacher professional learning** needs connected to these student learning needs.

Continue to demonstrate how to activate background knowledge during reading and how students can **make connections** to the text by thinking about its content and relating it to what they have learned already.

Promote a **word detective** approach to vocabulary acquisition. Use expository texts to examine **morphology** and discuss unknown words. Give students practice at using the unknown words in various contexts and subject areas.

Provide inquiry-driven, challenging tasks involving student choice, which integrate subjects to enable students to build **content area knowledge** and **vocabulary**.

Teach what it means to do a **close reading** of a selected excerpt, and regularly expect students to reread texts for deeper comprehension. Present strategy use through short pieces of text that have been chosen carefully to ensure appropriate complexity. Have students read, reread and discuss the selection in small groups in order to uncover the layers of meaning (i.e., **main idea**, how events develop, how the text is structured) and understand the implied messages. Then support their reading of more difficult texts by thinking aloud together to reinforce their strategy use, questioning of the text and understanding of multiple text components. Continue to have students revisit a text and challenge them to engage in **deep thinking** about other possibilities for analysis. Help students to **make thinking visible** to improve reading comprehension and reading independence.

PRIMARY DIVISION: READING (continued)	
Observations	Strategies for Improvement
Students performed best on questions relating to the short narrative and the long narrative. Performance on the poem and graphic text was similar and somewhat better than on the information text. Scorers noted that in response to question 6 of the graphic text “The Eurasian Eagle Owl,” when asked how the “information in the pictures and text boxes works together to help the reader understand the Eurasian eagle owl,” successful students provided a response and then explained their answer with specific and relevant details from the text. Higher-scoring responses included an explanation of how these graphic features helped the reader understand this particular text. Students whose responses were not as successful responded with explanations about the general use of pictures and text boxes without providing examples from the text.	Text Features, Forms and Genres Teach students what to expect from different genres so they can approach text with a framework for understanding. They should expect that factual texts will focus on information, and graphic texts will use a variety of visual, graphic and text features to organize information, emphasize important ideas and provide additional information. When students are responding to questions about text features, ensure that students understand how the text feature helps readers to understand that specific text, including details from the specific text in their responses. During shared reading, examine graphic features in information texts (diagrams, pictures, charts) and have students demonstrate how to use this knowledge to show their comprehension of the text. Make one focus of poetry instruction a puzzle to be solved. Challenge readers to draw their own conclusions about meaning and the poet’s key ideas through an examination of the subtext of poetry. Present poems through shared reading and new media (e.g., hyperlinks, digital poems) to engage students and have them work together in small groups to share ideas through accountable talk. Use poems that introduce unfamiliar vocabulary and help students use context clues to figure out the meaning of the words. Use large group grand conversations for authentic, lively talk concerning a “big” question about the text. Engage students in these conversations about texts to support the development of robust and higher-order thinking skills. Read aloud from informational texts and encourage students to select these for independent reading. Use these as springboards to authentic inquiry and writing activities. Refer to question-answer relationships as a type of question hierarchy to ensure students have experience with a variety of questions. Guide students in questioning the author, using queries such as “What is the author trying to say?” “What does the author want us to know?” “Why is the author telling us that now?” to help students analyze the specific intentions of the author.
	Assessment Practices Use assessment for learning classroom evidence to analyze what has been learned about students’ thinking. Once the areas of student learning needs have been identified, engage in professional dialogue to consider which teaching strategies may be most effective, and provide for teacher professional learning needs in order to change practices. Use collaborative teacher inquiry networks to explore these professional learning questions. Work with colleagues to undertake moderated marking of EQAO-type questions and common assessment tools. Collaborate to deconstruct the scoring rubrics and anchors for Codes 30 and 40 reading responses on the EQAO Web site with attention to identifying support from the text and demonstrating comprehension of the text. 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. Have students articulate their learning and describe the evidence of comprehension they have provided in their response.

PRIMARY DIVISION: READING (continued)

Observations	Strategies for Improvement
	Assessment Practices (continued) Ask students to check their responses using classroom success criteria in order to self-assess and set next steps. Have them collect evidence of their own learning and debrief with peers. Use descriptive feedback related to success criteria to provide precise information to students about what they are doing well, what needs improvement and what specific steps they can take to improve their level of understanding. Investigate the analysis of student levels and the suggested next steps in Understanding Levels of Achievement: Using EQAO Information to Improve Student Learning (Primary Division) to help identify student areas that need improvement. 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.
	School Improvement Planning Investigate the various data sources provided by EQAO's reporting applications for student groups. Use a variety of data to confirm or challenge practices that are currently being used for instruction, discussing how to use the information to make positive changes. Provide opportunities for teachers and instructional leaders in networks to conduct and lead collaborative teacher inquiry into narrow, specific areas of effective reading instruction. Investigate any new teacher learning that may be necessary to change classroom practice. Use "if/then" statements based on a theory of action to focus on the relationship between a specific practice and student learning, using classroom data as one measure of success.
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 observations: Girls continue to outperform boys on multiple-choice and open-response questions for all reading selections. The overall performance gap between girls and boys for all reading selections is moderate but has increased slightly since 2012. The smallest gap occurred on questions relating to the long narrative. The largest gap occurred on questions relating to the poem and short narrative. A smaller and similar gap occurred on questions relating to the information and graphic texts.	Student Groups Refer to EQAO's 2013 research paper Starting Early: Teaching, Learning and Assessment: Linking Early-Childhood Development with Academic Outcomes—A Detailed Look to inform understanding of factors that might intersect to affect academic outcomes before Grade 3 (e.g., gender, age, ELL and special education status), and to consider long-term programming initiatives to address these factors. Target reading achievement by individual and groups of students and monitor the evidence of interventions. Use individual and small-group instruction to support each child's literacy development. Differentiate instruction to optimize student reading comprehension through focused lessons in small groups. Use recommendations from Learning in the Field: The Student Work Study Teachers Initiative, 2009–2010 (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 visualization).

PRIMARY DIVISION: READING (continued)	
Observations	Strategies for Improvement
As in 2012, boys' performance declined on multiple-choice questions measuring Overall Reading Expectation 3 and has continued to do so since 2011. The performance of English language learners closely matched that of the general population on questions related to all text types, and the performance gap between these students and the general population decreased and is very minimal. Additionally this year, and in contrast to the general population, the performance of these students improved on Overall Reading Expectation 3. English language learners continue to experience the greatest difficulty with questions measuring Overall Reading Skill 3. However, since 2012, the performance of English language learners on questions measuring Overall Reading Skill 3 has improved. Students with special education needs had more difficulty with questions measuring Overall Reading Expectations 1 and 2 than with those measuring Overall Reading Expectation 3. However, as in 2012, the largest gap in performance between students with special education needs and the general population was for Overall Reading Expectation 3. As in 2012, the smallest gap in performance occurred for questions relating to the graphic text. The performance gap for all text types remains similar to that of 2012, except for that related to the information text, which has decreased slightly.	Student Groups (continued) 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. Give male students many opportunities to practise the skills required by Overall Reading Expectation 3 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. Focus on developing academic language proficiency for all students, including English language learners, and scaffold students so that they can participate fully in classroom discussions. Help English language learners to adopt new sentence structures in a variety of contexts and use simple vocabulary side by side with more sophisticated new terms. Use text walks in a large group as part of a pre-reading scan, and record words to revisit. Have students work together to make inferences about word meanings using graphophonic and context clues. Think aloud about what the author may want readers to pay attention to when they read. Continue to use visual tools (e.g., anchor charts) and scaffolds (e.g., paragraph frames) in all subject areas. Provide students with special education needs with 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. Teach all students, including those with special education needs, how to use the set of four comprehension strategies featured in reciprocal teaching to focus on the important components of the reading process and to develop their comprehension monitoring abilities.

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 performed better on the multiple-choice writing questions than on the short- and long-writing tasks measuring Overall Writing Expectations 1 (develop and organize content) and 2 (use knowledge of form and style). In contrast, they performed better on the short- and long-writing tasks than on the multiple-choice writing questions measuring Overall Writing Expectation 3 (apply knowledge of language conventions and present written work effectively). As in the previous five years, when responding to the short- and long-writing tasks, students 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). However, this year, students' performance on Writing Skill 3 declined slightly for all three tasks. For topic development, performance on the long-writing task was about the same as in 2012, and performance on the two short-writing tasks declined somewhat. Scorers reported that, for topic development, written work at Code 20 tended to list several ideas or details with minimal development. Responses that usually received a Code 30 or 40 provided effective opening and/or concluding sentences, developed ideas with relevant details and linked these together using appropriate transitional words and phrases that signaled an identifiable organizational framework. For example, on the short-writing task, when asked to write a paragraph about a new form of transportation and how it helps people, Codes 30 and 40 responses tended to provide a description of several design features of the transportation method and included relevant and specific supporting details to explain how each of these features helped people.	Writing Skills and Expectations Model careful reading of the EQAO writing prompts to identify the topic, written form, purpose and audience specified. Provide opportunities for students to become familiar with the vocabulary of the assessment booklets on the EQAO Web site, so that 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). Discuss the key elements that readers will expect writers to provide. Pose writing prompts that require students to organize ideas in various ways. 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, such 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 writing form, purpose and audience required by the prompt rather than listing many underdeveloped ideas and details.

PRIMARY DIVISION: WRITING (continued)	
Observations	Strategies for Improvement
	Assessment Practices Link expectations, learning goals and success criteria, and use these to help students set goals for their writing. Use examples of quality work to co-construct success criteria (e.g., similar to those in EQAO's scoring guides for writing responses) with students at the outset of learning. Have students apply the criteria, independently and with teacher guidance, to samples of their own and others' work.
	School Improvement Planning Engage in professional dialogue about student writing to find patterns and trends. Make samples of student writing the focus of teacher professional learning, collaborative teacher inquiry and reflection on practice to better understand student learning needs, generate next steps and gain a clearer understanding of what quality work looks like. Investigate the various data sources provided by the online EQAO reporting applications for student groups.
All student groups follow the same trends as the student population as a whole, with the following observations: As in previous years, girls outperformed boys on all multiple-choice writing questions and short- and long-writing tasks. The performance gap in favour of girls for topic development for both short- and long-writing tasks has remained consistent over time. Again this year, girls received approximately twice the number of Code 40 scores as boys. The gap between girls and boys in the use of conventions also continued. The percentage of English language learners performing at or above the provincial standard for topic development on the short- and long-writing tasks has continued to increase over the past five years, and the gap between their results and those of the general population has disappeared. The performance of English language learners in the use of conventions on short- and long-writing tasks was slightly better than that of the general population. There continues to be a significant gap between students with special education needs and the general population on multiple-choice items for all three writing skills, although the gap decreased this year for Writing Skill 3.	Student Groups Target writing achievement of students and monitor the evidence of interventions. Use individual and small group instruction to support each child's literacy development. Differentiate instruction to optimize skill development in student writing through focused lessons in small groups. Encourage students to use the ideas from their reading in their writing. Make connections between what students have heard, read and talked about and what they can write. Provide authentic reasons for students to develop their writing skills through non-fiction writing about their interests. Before writing, rehearse 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 students' vocabulary through games, activities and word collections. Show how different word choices can make a difference so that writing becomes more descriptive, detailed and precise.

PRIMARY DIVISION: WRITING (continued)	
Observations	Strategies for Improvement
The overall performance of students with special education needs in topic development on the long-writing task has improved steadily since 2009. This year, the percentage of students with special education needs performing at or above the provincial standard increased for the long-writing task, but decreased for both short-writing tasks.	Student Groups (continued) 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. Have students do daily quick writes to reinforce skills that have been taught in mini-lessons and to promote reflective thinking. Provide students with special education needs with 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 that students can 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 2013, students performed best 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 closed the gap in achievement and had similar trends 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 largest gaps in performance occurred in the Number Sense and Numeration and Measurement strands.	Provide opportunities for teachers and instructional leaders to participate in collaborative teacher inquiry to examine evidence-based teaching strategies that engage all learners. Focus on the relationship between specific practices and student learning, using various sources of data. Determine areas of teacher learning needs, and integrate new knowledge about effective instructional strategies into classroom practice. Using assessment for learning evidence and moderated marking of student work, analyze the learning reflected in the student’s work to consider further learning and methods of assessment. Observe student interactions for evidence of mathematical understanding in students’ oral and written communication, and use this information for responding and planning next steps. Create physical and social environments that optimize mathematical learning. Display student solutions, and collaboratively construct math strategy walls, anchor charts and visual displays of mathematics ideas. Nurture positive attitudes for learning math through engaging learning opportunities and real-world problem solving. Use recommendations from “Eight Tips for Asking Effective Questions” (e.g., anticipate student thinking, link to learning goals, pose open questions, pose questions that actually need to be answered, pose questions that open up the conversation to include others). Apply the math scales from <i>Understanding Levels of Achievement: Using EQAO Information to Improve Student Learning, Primary Division</i> to student work and to determine next steps. Engage students in math talk dialogue as part of robust thinking. Have students work in pairs and small groups to answer both open-response and multiple-choice questions. To ensure that students understand that multiple-choice questions often involve calculations, expect them to provide evidence of the solution process they used. Work with students to make their thinking visible and provide models of how to answer open-response questions using accurate and precise written communication of mathematical thinking.

PRIMARY DIVISION: MATHEMATICS (continued)	
Observations	Strategies for Improvement
General (continued)	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. Use the Four-Step Problem-Solving Model, and continue to integrate the mathematical process expectations. Combine classroom evidence with the information available through EQAO's reporting application to examine the needs of individual students and groups of students. Differentiate to ensure each student's success and engagement. Target and monitor the evidence of interventions. Incorporate the allowed accommodations listed in <i>EQAO's Guide for Accommodations, Special Provisions and Exemptions</i>. Use EQAO sample assessment questions and scoring guides to generate discussions and help students become aware of common errors and misconceptions, and what the requirements are for a complete solution.
Number Sense and Numeration In 2013, the general population performed best on the questions from this strand. Scorers of the open-response question requiring students to relate multiplication of one-digit numbers to real-life situations noted that most students were able to multiply, but some students did not find the difference between the two totals. Scorers of the open-response question requiring students to round two-digit numbers to the nearest 10 noted that most students were able to round numbers to the nearest 10 but were less successful when the "ones" digit was a five.	Continue to promote mental math. Give students the opportunity to be exposed to a variety of problem-solving strategies related to real-life examples. Provide opportunities for students to practise rounding a variety of two-digit numbers with a focus on numbers with a five as the "ones" digit.
Measurement Students performed well on the questions requiring them to calculate area and perimeter. Scorers of the open-response question involving comparing objects using linear measurements noted that most students demonstrated an understanding of the relationship between centimetres and metres, but some students omitted units in their calculations and answer.	Continue to reinforce the difference between perimeter and area by teaching them simultaneously. Emphasize the importance of including units in calculations when using linear measurements to compare objects in order to demonstrate understanding.

PRIMARY DIVISION: MATHEMATICS (continued)	
Observations	Strategies for Improvement
Geometry and Spatial Sense In 2013, the general population performed least well on the questions from this strand. Scorers of the open-response question requiring students to complete and describe lines of symmetry on a shape noted that many students were able to complete the shape and identify one additional line of symmetry but had difficulty explaining lines of symmetry. Scorers of the open-response question requiring students to solve problems requiring the least number of pattern blocks to cover a shape noted that many students were able to cover the shape with the least number of pattern blocks and name each pattern block used but did not discuss the relationships between the pattern blocks.	Engage students to communicate their understanding of lines of symmetry by creating a responsive mathematics learning environment. Encourage students to describe their thinking using appropriate mathematical language.
Patterning and Algebra Overall, students performed well on questions from this strand. Scorers of the open-response question requiring students to represent geometric patterns using a number line noted that most students were able to represent the pattern on the number line, but some incorrectly labelled the numbers on the number line.	Have students extend patterns using a variety of starting points and pattern rules. Continue to provide various manipulatives for students to use to display their patterns.
Data Management and Probability Students performed well on questions requiring them to read and interpret graphical data or complete a pictograph. Scorers of the open-response question requiring students to predict the frequency of an outcome in a probability game noted that most students were able to relate space on the spinner to fairness in a game but did not always use probability language to explain their answer.	Continue to 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 work in small group settings to encourage all students to participate and explain their answers in order to encourage communication using probability language.

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 2012–2013 Assessment of Reading, Writing and Mathematics, Junior Division, as well as on those of the previous four school years (2008–2009 to 2011–2012), and on feedback from teachers who scored the 2012–2013 assessment.

The released 2012–2013 *Language 2* booklet 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, Grade 6 students continued to perform 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 the reading selection) or 3 (making connections between the reading selection and their own knowledge and experience). Again this year, students performed better on open-response items measuring Reading Skill 3 than on Reading Skill 2. Performance on questions measuring both skills improved slightly this year. Reading Skill 1 is not assessed in open-response questions. Over the past three years, the percentage of Grade 6 students scoring a Code 30 or 40 on open-response questions measuring Reading Skill 2 and Reading Skill 3 has also increased. For all open-response reading tasks, scorers noted that students made fewer irrelevant personal connections to texts than in previous years (e.g., “This reminds me of...” and “I remember when...”). More students understood that the direction to “use your own ideas” required specific and relevant ideas about the content of the texts themselves.	Reading Skills Focus on questioning strategies to improve reading skills. Provide instruction in question-answer relationships to help students identify what they are being asked to do (e.g., “right-there” questions signal a need to locate explicitly stated information, frequently found in one place in a text; “think-and-search” questions signal a need to read the entire passage in order to make inferences about the gaps between text components; “author-and-you” questions require making connections between one’s knowledge and experience and textual components). Teach what it means to do a close reading and regularly expect students to reread text for deeper comprehension. Carefully choose texts to ensure appropriate complexity. Continue to model before-, during- and after-reading strategies across all content areas. Additionally, introduce the questioning the author strategy, using prompts such as the following: What is the author’s purpose? What is the author talking about? Does this make sense in light of what we already know? How does this connect with what we have read before? What does the author mean here? See the new EQAO article “Making Connections Makes Sense,” listed in the resources section of this document, for more information on accessing one’s content area knowledge both to enhance reading comprehension and to generate writing content.

JUNIOR DIVISION: READING (continued)	
Observations	Strategies for Improvement
For example, in response to question 6 of the graphic text, when asked to “Explain how the information in ‘Spring Sweetness’ would be useful to someone who is starting a maple syrup farm,” scorers noted that successful students included specific and relevant details regarding a maple syrup farm and avoided irrelevant personal connections such as “I visited a maple syrup farm” and “I would enjoy starting a maple syrup farm.”	Reading Skills (continued) As in past years, scorers also emphasized that, while formulaic response models (e.g., APE, RAP) may initially be helpful to guide some students in their thinking, these often promote the inclusion of irrelevant connections, as well as preventing students from answering the entire question.
	Assessment Practices Use classroom information provided through assessment for learning to identify and implement the most effective strategies to improve comprehension. Once the areas of student learning needs has been identified, engage in professional dialogue to consider teacher professional learning needs. Additionally, use moderated marking of EQAO-type questions to decide on courses of action. Use the scoring rubrics and anchors available on the EQAO Web site to illustrate the reading comprehension required to score a Code 30 or 40 on open-response questions. Use EQAO’s Understanding Levels of Achievement to clarify what levels of performance on the language component look like and to acquire specific strategies for improving aspects of student work. Through think-aloud methods, model the understanding required to develop effective responses to open-response reading questions. Subsequently, have students both rewrite Code 20 responses to include more relevant and specific details, and practise generating the quantity and quality of writing required to demonstrate Codes 30 and 40 understanding.
Grade 6 students continue to perform 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). Student performance on multiple-choice questions measuring Overall Reading Expectation 3 (use knowledge of words and cueing systems to read fluently) improved this year. Students’ weakest performance was 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). Students continue to perform better on multiple-choice questions than on open-response questions	Reading Expectations To address Overall Reading Expectation 1, teach strategies for locating information and determining its importance, such as using text features, skimming and scanning, highlighting, recognizing signal words and using the structure of the text for clues to meaning. Regularly teach summarizing strategies. Provide frequent opportunities for students to summarize brief text excerpts orally and in writing. Have small groups read these summaries to one another and identify which ones are most effective in providing the main idea of the selection and sufficient supporting details. This practice also provides students with the opportunity to hear what paraphrasing sounds like and to use language more flexibly. Familiarize students with the four resource model components (i.e., meaning maker, code user, text user, text analyzer) and balance opportunities for them to apply all roles. Continue emphasizing organizational patterns and associated signal words (e.g., problem and solution, action or cause and reaction or effect,

JUNIOR DIVISION: READING (continued)

Observations	Strategies for Improvement
when demonstrating comprehension of both text content and form. However, when measuring overall expectations, performance on multiple-choice questions has declined slightly, while performance on open-response questions has improved slightly. Although performance on open-response questions for both Overall Reading Expectations 1 and 2 improved slightly over 2012, students continue to perform less well on questions assessing Overall Reading Expectation 2. Overall Reading Expectation 3 is not assessed through open-response questions. Scorers reported that students who scored the top codes (Codes 30 and 40) on open-response reading tasks tended to use key words from the question to focus their answer and consistently provided specific and relevant details from the text to support their answers. Students who explained the relationship between their support and the rest of their answer received higher scores. For example, when asked after reading the graphic text ("Spring Sweetness") to "Choose one of the graphic images and explain how it helps the reader understand the process of making maple syrup," successful students included specific references to a graphic image (e.g., labels, close-up), provided details of the maple-syrup-making process and explained the connection between the graphic image and the process. Scorers noted that, at lower scores, the text support was often vague and referred to graphic images in general. In response to question 12 of the narrative text "Iceberg Wranglers," when asked to "Explain why the first journal entry is effective in creating a sense of adventure for the reader," scorers noted that, from this entry, successful students identified and linked specific details about the setting to the emotional state of the journal writer, and explained that this linkage created excitement and engaged the reader. Scorers noted that the most common reason for a lower score was due to a lack of relevant and specific support from the text.	Reading Expectations (continued) sequence) in all text types. Have students select and use the most appropriate graphic organizers to show the relation between ideas in texts. Also provide instruction in how to analyze questions for the organizational patterns that they signal. To address Overall Reading Expectation 2, model and give students the opportunity to identify text features, text forms and stylistic elements, and explain how they relate to the meaning of a text. Additionally, provide charts of text features, forms and genres for student reference. To address Overall Reading Expectation 3, use a variety of instructional methods and activities to build academic language and vocabulary. Focus on morphology to build word knowledge and use word study, word walls and word-learning strategies to ensure the acquisition of concepts and subject-specific terms in all courses.
Students performed best on the short narrative and the long narrative. Their performance on the graphic and information text was similar. They experienced the most difficulty when answering questions related to the poem. Compared with last year's results, performance declined somewhat for the long narrative and the poem, and improved slightly for the information text and short narrative. The greatest improvement was on the graphic text, for which, in 2012, performance was the weakest.	Text Types Provide students with text sets (a collection of texts from a variety of genres that examine a specific subject or theme). Have small groups identify the conventions of each genre and present their findings on how these are evident. Include poetry in text sets to encourage students to develop meaning, expand their vocabulary, make inferences, identify the main idea, make judgments and draw conclusions.

JUNIOR DIVISION: READING (continued)	
Observations	Strategies for Improvement
	Text Types (continued) Based on mentor texts, create anchor charts of text features, forms and genres to help students understand the characteristics of these texts. In all subject areas, continue guided and shared reading of graphic texts, with a focus on identifying specific textual features and explaining how they work together to provide information. Lead guided questioning of the components. For example, students could be asked to consider how the three numbered components, with their headings, in the graphic text in Section D relate to one other: Do they show a comparison of items? Parts of a process? And how do the headings relate to the illustrations beside them? Provide students with opportunities to find and share graphic texts that relate to the subject of study (both from print sources and the Internet).
	School Improvement Planning Consider how to implement and integrate key research-based elements of effective practice (e.g., providing timely mini-lessons; previewing and linking prior and newly introduced concepts and knowledge; using participation structures to present content in manageable chunks, such as through a jigsaw, or reciprocal teaching; and using macro strategies such as reviewing and summarizing information). Provide multiple opportunities for students to become familiar with the vocabulary, success criteria and tools of assessment, so that they can gain the confidence and expertise to self-assess their reading comprehension and skills. Guided by data, use collaborative teacher inquiry to refine planning, instruction and the assessment of student learning. Engage in teacher moderation to help develop an understanding of what makes an open-response question effective. After identifying student and teacher learning needs, use networked learning communities to establish a focus for teacher thinking and practice.
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 observations: As in 2012, for multiple-choice reading questions, the performance gap between female and male students for Overall Reading Expectations 2 and 3 was minimal. This year, the performance gap between female and male students for Overall Reading Expectation 1 disappeared.	Student Groups Model and employ questioning strategies from critical literacy to help students analyze, interpret and evaluate texts (e.g., examining texts for point of view, for the construction of gender roles and for use of connotative language). Focus on how literacy can be used to help students read the world and exercise power over their environments. To address connections between gender and literacy, identify the degree to which boys' underachievement intersects with other factors (socio-economic status, culture) in order to determine the most effective interventions for struggling readers and students at risk. Use the online EQAO reporting applications to fine-tune an analysis of the performance of students and student groups.

JUNIOR DIVISION: READING (continued)

Observations	Strategies for Improvement
The gender gap for performance on open-response questions is larger than that for performance on multiple-choice questions. Over the past five years, the performance gap between female and male students for open-response reading questions has been consistent. This year, the gender gap for performance on multiple-choice and open-response questions combined was smallest for the information text. This year, the performance gap between the general population and English language learners decreased for both multiple-choice and open-response reading questions. The gap was smallest for questions measuring Overall Reading Expectation 2. For open-response reading questions, the gap was minimal for performance on both Overall Reading Expectations 1 and 2. Since 2009, the largest gap between the general population and English language learners regarding reading skills continues to be on questions measuring Reading Skill 1. The smallest gap between the general population and English language learners occurred for combined multiple-choice and open-response questions related to the graphic text. The largest gap was for the long narrative. 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 in performance between the general population and students with special education needs has been smallest over time for questions measuring Overall Reading Expectation 1. When assessing reading skills, the largest gap between the general population and students with special education needs continues to be for questions measuring Reading Skill 1. The performance gap for overall reading expectations for both multiple-choice and open-response reading questions has remained constant over time.	Student Groups (continued) Adopt practices identified in <i>Towards an Understanding of Gender Differences in Literacy Achievement</i>, an EQAO research study examining strategies employed by schools with small gender gaps in assessment results, as follows: set high academic and behavioural expectations regardless of gender or background; develop consistent standards and understanding of effective literacy instruction among teachers of all subjects, informed by practice and research; foster positive attitudes toward reading; and use male role models to promote literacy as part of school culture. Review the monograph entitled “Canadian-born English Language Learners” to fine-tune understanding of these students’ needs (e.g., any gaps between basic interpersonal communication skills and academic language proficiency, the specific nature of the scaffolding that will help them interpret any miscues during reading). Refer to the monograph entitled “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 reading of texts to build fluency. Provide opportunities for all students, especially those who struggle, to demonstrate their ability to use both high and lower frequency words and apply specific cueing systems to read fluently (e.g., use words from oral vocabulary and grade-level texts, terminology used regularly in discussions and posted on anchor charts and words from shared-, guided- and independent-reading texts and resource materials in the curriculum subject areas). 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). Use inclusive small-group discussion strategies (e.g., Placemat; Four Corners; Graffiti; “I” Message; Inside-Outside Circle; Jigsaw; Retell, Relate, Reflect; Say Something) to help all students, including students with special education needs, engage with resources, contribute their own ideas and benefit from those of their peers.

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
This year, students performed better on multiple-choice writing questions measuring Overall Writing Skill 3 (use conventions—spelling, grammar, punctuation—in a manner that does not distract from clear communication) than on those measuring Overall Writing Skills 1 (develop a main idea with sufficient supporting details) and 2 (organize information and ideas in a coherent manner). Performance on questions measuring Overall Writing Skill 3 improved, stayed the same on those measuring Overall Writing Skill 2 and declined on those measuring Overall Writing Skill 1. Students' overall performance on the short- and long-writing tasks improved, with performance on the long-writing task increasing by about four percentage points. With respect to topic development, performance was slightly better on the short-writing tasks than on the long-writing task. Students continue to perform better on conventions than on topic development for all writing tasks. The number of students scoring at Codes 30 and 40 for topic development on all short- and long-writing tasks increased this year. Scorers noted in student work the specific characteristics of effective writing as described in the writing rubrics. Scorers noted that the most effective responses to the short-writing prompt "Get Active Day" presented information about the topic (e.g., how the day would be organized and/or the activities being participated in and/or the purpose of the day), were logically organized and included specific, relevant details (e.g., including comparisons, descriptions and situations). In contrast, work at Code 20 often read as a simple list of activities. For the long-writing prompt "Return a Ring" the most effective student responses demonstrated the skill of presenting a well-developed narrative in which each idea was developed with an idea followed by specific and relevant details.	Writing Skills and Expectations Use writing to learn strategies to help students consolidate their thinking, build understanding of ideas and information, and gain proficiency in formulating and recording their thoughts. Use the gradual release of responsibility model, differentiate teaching strategies and provide sufficient time for all aspects of the writing process (e.g., inquiry, generating ideas, selecting a form, drafting and developing content, revising and organizing content). Frequently emphasize and demonstrate that the writing process is not linear in application. 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., recountings, reports, procedures, persuasive texts) and have them identify their features (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 (e.g., the topic of getting active should prompt students to use words associated with health units, human biology and physical education). Have students practise careful reading of writing prompts, with a focus on how to identify the topic, writing form, purpose and audience. Use media literacy forms to nurture all aspects of the writing process. For example, blogs, podcasts, fan fiction, Web sites, advertisements, wikis, public service announcements and lyrics all require students to determine the audience and purpose, develop a main idea with relevant and sufficient details, use appropriate vocabulary and language conventions, and adhere to the features and conventions of the form.

JUNIOR DIVISION: WRITING (continued)

Observations	Strategies for Improvement
As in past years, students also performed best on both multiple-choice and open-response tasks relative to Overall Writing Expectation 3 (apply knowledge of language conventions and present written work effectively) and were less successful on questions measuring Overall Writing Expectation 1 (develop and organize content) and Overall Writing Expectation 2 (use knowledge of form and style in writing). Performance remained the same as in 2012 for Overall Writing Expectation 1 and improved for Overall Writing Expectations 2 and 3.	Writing Skills and Expectations (continued) Continue to work with students on the written text forms required by the curriculum, and model how to organize writing in each. Model careful reading of the writing prompts, with a focus on using a highlighter to identify the topic, written form, purpose and audience. When introducing a writing form, have students analyze mentor texts and co-construct success criteria for identifying its features and producing effective samples of the form. To build writing proficiency and flexibility, and to acquire a hands-on understanding of text forms, elements and conventions, have students practise transforming content into different writing forms. Use school-based common writing tasks (e.g., description, narrative, letter, report) to have students identify the writing's form, use of detail, organization and use of conventions, as well as the criteria for effective and ineffective topic development. Have students practise revising lower-level work samples by deleting irrelevant information, adding specific and relevant details and reorganizing information. Coach students on developing strategies for figuring out the logic of how to spell correctly (e.g., using prefixes, suffixes, roots) in the context of authentic writing situations. 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. Impress on students the need to attend to the clarity of their handwriting, and to following the rules for proper grammar, spelling and punctuation (such as correct comma placement), both for formal in-class writing and on the language components of EQAO assessments. When working with students to prepare them for the language component of the junior-division assessment, ask them to score responses using the generic scoring rubrics (available on the EQAO Web site) and to compare and explain their scores. Help students understand the learning goals and the success criteria (e.g., those in EQAO's scoring guides for short- and long-writing tasks).
	Assessment Practices Provide checklists for proofreading work, and opportunities for feedback (peer and teacher) to help students examine work for specific criteria such as writing form, words that signal an organizational pattern and number of specific and relevant details.

JUNIOR DIVISION: WRITING (continued)	
Observations	Strategies for Improvement
	Assessment Practices (continued) Conference with students to provide timely and specific descriptive feedback on their writing to assist them in making the connection between the criteria they satisfied and those they did not. Focus on one or two of the students' 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 on 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.
	School Improvement Planning Engage in professional dialogue about student writing to find patterns and trends. Make samples of student writing the focus of teacher professional learning, collaborative teacher inquiry and reflection on practice to better understand student learning needs, generate next steps and gain a clearer understanding of what quality work looks like.
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 observations: As in previous years, female students outperformed male students on all multiple-choice writing questions and on all the short- and long-writing tasks. This year, girls were considerably more successful than boys at obtaining Codes 30 and 40 for topic development on all writing tasks. However, the largest number of both male and female students continue to perform at Code 20 for topic development on all writing tasks. English language learners performed similarly to previous years, maintaining the gains that have been made with respect to the performance of the overall population since 2010. These students showed considerable improvement in all categories over 2012.	Student Groups To support male students, review recent Ministry "Supports for Boys' Literacy" resources for strategies to engage male students, improve their literacy skills and have a positive impact on all students (e.g., literature circles, differentiated instruction). Continue to incorporate visual tools (e.g., concept maps), vocabulary tools (e.g., word charts) and scaffolds (e.g., paragraph frames) to assist English language learners across all subject areas. Promote literacy in multilingual contexts by encouraging English language learners to read and write extensively in their own language, in order to build fluency and proficiency. Support them, and all students, with purposeful and accountable talk.

JUNIOR DIVISION: WRITING (continued)

Observations	Strategies for Improvement
This was the first year since 2009 that English language learners performed about the same as the general population in terms of both topic development and use of conventions on the short- and long-writing tasks. While a large proportion of students with special education needs continue to have difficulty getting beyond a Code 20 on all open-response writing tasks, the percentage of these students performing at or above the provincial standard in writing has also continued to increase over the past five years. However, the performance gap between the students with special education needs and that of the student population as a whole for both topic development and conventions on the short- and long-writing tasks remained about the same this year.	Student Groups (continued) Additionally, refer to “Lessons from EQAO Data on English Language Learners in Ontario Schools” for whole-school initiatives to provide high-quality instruction and support for English language learners. Develop all students’ listening skills and build language and concept proficiency through structured literacy strategies such as Four Corners, Placemat, Inside-Outside Circles, Three-Step Interview and Jigsaw. Provide students with special education needs opportunities to use assistive technologies for idea generation, organization and completion of writing tasks whenever possible. Engage students in robust and higher-order thinking about how content, text form, purpose, audience and language work together.

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 junior-division EQAO assessment focuses on the following cognitive skills:

- Knowledge and Understanding—facility with subject-specific content (knowledge) and comprehension of its meaning and significance (understanding);
- Application—ability to select the appropriate “tool” or get the necessary information and apply it effectively to solve the problem 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, male and female students performed equally well on all strands and cognitive skills. They performed about 15 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 slightly below the general population with similar trends in achievement across all strands, cognitive skills and question types. Students with special education needs performed about 18 percentage points below the general population on all strands, question types and cognitive skills.	Provide opportunities for teachers and instructional leaders to participate in professional dialogue, such as through collaborative teacher inquiry, to examine evidence-based teaching strategies that engage all learners. Focus on the relationship between specific practices and student learning, using various sources of data. Together, develop rich tasks that will help lead to further student understanding. Determine areas of teacher learning needs, and integrate new knowledge about effective instructional strategies into classroom practice. Use a developmental framework such as landscape of learning to consider how students acquire mathematical skills and concepts. Analyze the learning reflected in the student work from assessment for learning evidence and moderated marking of student work to consider further learning and methods of assessment. Observe student interactions for evidence of mathematical understanding in students’ oral and written communication, and use this information for responding and planning next steps. Create physical and social environments that optimize mathematical learning. Use interactive white boards to bridge ideas and mathematical representation with the additional purpose of increasing engagement. Display student solutions, and collaboratively construct math strategy walls, anchor charts and visual displays of mathematics ideas. Nurture positive attitudes for learning math through engaging learning opportunities and real-world problem solving. Use recommendations from “Eight Tips for Asking Effective Questions” (e.g., anticipate student thinking, link to learning goals, pose open questions, pose questions that actually need to be answered, pose questions that open up the conversation to include others). Apply the math scales from <i>Understanding Levels of Achievement: Using EQAO Information to Improve Student Learning, Junior Division</i> to student work and to determine next steps.

JUNIOR DIVISION: MATHEMATICS (continued)	
Observations	Strategies for Improvement
General (continued)	Engage students in math talk dialogue as part of robust thinking. Have students work in pairs and small groups to answer both open-response and multiple-choice questions. To ensure that students understand that multiple-choice questions involve calculations, expect them to provide evidence of the solution process they used. Work with students to make their thinking visible and provide models of how to answer open-response questions using accurate and precise written communication of mathematical thinking. 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. Use the Four-Step Problem-Solving Model, and continue to integrate the mathematical process expectations. Combine classroom evidence with the information available through EQAO's reporting application to examine the needs of individual students and groups of students. Differentiate to ensure each student's success and engagement. Target and monitor the evidence of interventions. Incorporate the allowed accommodations listed in <i>EQAO's Guide for Accommodations, Special Provisions and Exemptions</i>. 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 assessment questions and scoring guides to stimulate discussions and help students become aware of common errors and misconceptions, and what the requirements are for a complete solution.
Number Sense and Numeration In 2013, the general population performed least well on the questions from this strand. Scorers of the question requiring students to represent, compare and order decimal numbers noted that most students made attempts to convert the numbers to a common representation to compare them, but some students confused the term "hundreds" with "hundredths." Students had difficulty with questions involving unit rate.	Continue to teach the conceptual understanding of fractions and decimals through diagrams and manipulatives. Require students to explain and communicate their answers using appropriate terminology. Continue to promote mental math. Give students the opportunity to be exposed to a variety of mental math strategies. Provide students with opportunities to calculate unit rate in varied contexts using proportional reasoning, and encourage students to judge the reasonableness of their answer.

JUNIOR DIVISION: MATHEMATICS (continued)	
Observations	Strategies for Improvement
Measurement Students continued to have difficulty with questions involving calculating the area of a triangle. Scorers of the open-response question requiring students to solve problems that involved converting kilograms to grams noted that most students were able to convert units correctly but had difficulty completing all the steps required for the question.	Provide opportunities for students to develop the formula for the area of a triangle. Continue to have students work on converting units in problem-solving contexts.
Geometry and Spatial Sense Scorers of the open-response question requiring students to sort polygons according to the number of lines of symmetry noted that some students were able to make the connection between the number of equal sides with the number of lines of symmetry, but some confused number of pairs of parallel lines with number of lines of symmetry. Students had difficulty with the questions requiring transformations. Scorers of the open-response question noted that most students were able to label coordinates correctly but confused rotating the shape on the point with rotating it about the point.	Continue to have students identify lines of symmetry in a variety of polygons and explain them using mathematical terminology. Continue to provide students with opportunities to perform rotations with points in, on and outside the shape being rotated. Reinforce the difference between rotating about a point and on a point. Require students to give accurate descriptions that include all necessary details for the three types of transformations.
Patterning and Algebra In 2013, the general population performed best on the questions from this strand. Students continued to perform well on the multiple-choice questions requiring them to solve equations to determine the value of an unknown. Scorers of the open-response question requiring students to extend 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 identifying that one of the patterns involved taking half of the previous term.	Provide students with multiple opportunities to solve problems that involve extending a variety of 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.

JUNIOR DIVISION: MATHEMATICS (continued)

Observations	Strategies for Improvement
Data Management and Probability Students performed relatively well on the questions involving probability. Scorers of the open-response question involving representing the probability of an event noted that some students did not use fractions, decimals or percentages to compare the probabilities for the colours on the spinners. Students did not perform as well on the questions involving mean. Scorers of the open-response question requiring students to demonstrate an understanding of mean noted that most students were able to calculate at least one mean, but some students confused mean with median.	Continue to require students to show the connections between probabilities and their fraction, decimal number and percentage equivalents. Reinforce understanding of mean using the same data set to demonstrate how mean is calculated and how it is different from median, mode and range.

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

- Connotations
- Denotations
- Word study

Literacy and Numeracy Secretariat. (2010, October). *Improving student writing: Using feedback as a tool* (What Works? Research into Practice: Research Monograph 29). 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-assess
- Writing conventions
- Writing process

Literacy and Numeracy Secretariat. (2012, Spring). *Primary reading discussion paper*. Available at <http://resources.curriculum.org/secretariat/primary/files/PrimaryDiscussionPaper.pdf>

- Accountable talk
- Arc of inquiry
- Four resource model
- Gradual release of responsibility

Literacy and Numeracy Secretariat. (2013, January). *Canadian-born English language learners* (Capacity Building Series: Secretariat Special Edition 31). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_CBELL.pdf

- Academic language
- Graphophonic
- Quick writes
- Scaffold
- Text walks

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

- Graphic features in information texts: Sample lesson 4, pages 115–132
- Graphic organizers: Chapter 10
- Non-fiction: pages 5.26–5.31
- Poetry: pages 5.19–5.21
- Robust and higher-order thinking skills: pages 8.14–8.15
- Text features: pages 5.26–5.31
- Vocabulary: 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*. Available at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Writing_%20K_3.pdf

- Conference: Appendix 6-3: Sample writing conference record
- Conventions: pages 1.16–1.18 and throughout
- Elements of writing: pages 1.14–1.20 and appendices
- Graphic organizers: appendices
- Ideas: throughout
- Mini-lessons

PRIMARY AND JUNIOR DIVISIONS: READING AND WRITING (continued)

- Organization: throughout
- Revision: pages 1.8, 1.13, Appendices 6-4, 6-7
- Writer's workshop: throughout

Ministry of Education of Ontario. (2006). *A guide to effective literacy instruction, Grades 4–6: Volume One. Foundations of literacy instruction for the junior learner*. Available at http://eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_1_Assessment.pdf

- Question-answer relationships: pages 143–144
- Questioning the author: pages 144–145

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
- Before-, during- and after-reading strategies: page 24
- Main idea: pages 32–39
- 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

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

Anchor charts

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

Assessment for learning

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Vocabulary/word study

- Literacy and Numeracy Secretariat. (2009, October). *A world of words: Enhancing vocabulary development for English language learners* (Capacity Building Series: Secretariat Special Edition 11). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf
- Literacy and Numeracy Secretariat. (2010). *Word study in action* (Webcasts for Educators). Available at <http://resources.curriculum.org/secretariat/wordstudy/files/WordStudyGuide.pdf>
- Literacy and Numeracy Secretariat. (2010, February). *Science and literacy in the classroom* (What Works? Research into Practice: Research Monograph 26). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_science_literacy.pdf
- Literacy and Numeracy Secretariat. (2010, September). *Word study instruction: Enhancing reading comprehension* (What Works? Research into Practice: Research Monograph 27). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Word_Study.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>

Word consciousness

- Literacy and Numeracy Secretariat. (2010, October 29). *Precision teaching in the primary classroom: Viewer's guide*. Available at <http://resources.curriculum.org/secretariat/precision/files/PrecisionTeachingGuide.pdf>
- McQuirter Scott, R. (n.d.). *Word study and reading comprehension: Implications for instruction*. Available at <http://www.edu.gov.on.ca/eng/research/mcquirter.pdf>

Word detective

- Literacy and Numeracy Secretariat. (2012, June). *Morphology works* (What Works? Research into Practice: Research Monograph 41). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ww_morphology.pdf

Writer's workshop/writing conventions

- Martin, C. & Leclerc, J. (2009, Winter). Robust thinking: A must for all students. *Principal Connections*, 13(2). Available at <http://www.cpco.on.ca/MembershipServices/documents/News/PrincipalConnections/PastIssues/Vol13/Issue2/RobustThinking.pdf>
- Ministry of Education of Ontario. (n.d.). Learning module on writer's workshop. Available at <http://www.eworkshop.on.ca/edu/core.cfm?p=main&modColour=1&modID=24&m=11&L=1>

Writing form, purpose and audience

- Ministry of Education of Ontario. (n.d.). The four roles of the junior writer (adapted from p. 81 in *Literacy for learning: The report of the expert panel on literacy in Grades 4–6 in Ontario* [2004]). Available at http://www.eworkshop.on.ca/edu/pdf/Mod24_roles_writer.pdf

Writing to learn

- Literacy and Numeracy Secretariat. (2012, March). *Writing to learn* (Capacity Building Series: Secretariat Special Edition 25). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_WritingtoLearn.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

Literacy and Numeracy Secretariat. (2012, July). *The third teacher* (Capacity Building Series: Secretariat Special Edition 27). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ThirdTeacher.pdf

- Math talk dialogue
- Physical and social environments
- Real-world problem solving

Ministry of Education of Ontario. (2012, November 8). *Creating the conditions for learning mathematics* (Webcasts for Educators—Student Achievement Division). Available at <http://www.curriculum.org/content/30/creating-the-conditions-for-learning-mathematics>

- Landscape of learning
- Math talk dialogue
- Rich tasks

Other Resources

Assessment for learning

- Literacy and Numeracy Secretariat. (n.d.). *Assessment for learning mathematics: Developing eyes to see and ears to hear student thinking* [PowerPoint presentation]. Available at http://resources.curriculum.org/LNS/coaching/files/ppt/Assessment_Mathematics.ppt
- Ministry of Education of Ontario. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools, First edition, covering Grades 1 to 12*. Available at <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.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

Conceptual understanding

- Ministry of Education of Ontario. (2005). The link between procedural knowledge and conceptual understanding. In *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6* (p. 74). Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>

Eight Tips for Asking Effective Questions

- Literacy and Numeracy Secretariat. (2011, July). *Asking effective questions* (Capacity Building Series: Secretariat Special Edition 21). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_AskingEffectiveQuestions.pdf

EQAO sample assessment questions and scoring guides

- Education Quality and Accountability Office. (n.d.). Student assessment booklets and scoring guides (in the “Educator Resources” section of the Education Quality and Accountability Office Web site). Available at <http://www.eqao.com/Educators/Elementary/036/036.aspx?Lang=E&gr=036>

PRIMARY AND JUNIOR DIVISIONS: MATHEMATICS (continued)

Four-Step Problem-Solving Model

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

Fraction

- Ministry of Education of Ontario. (2013). The section on fractions. In *Critical learning instructional paths supports (CLIPS) in Mathematics, Grades K to 12, [version 4.13]*. Available at <http://oame.on.ca/CLIPS/>
- Small, M. (2010). *Gap closing: comparing fractions: Junior/intermediate facilitator's guide*. Available at <http://www.edugains.ca/newsite/math2/gapclosing.html>
- Small, M. (2010). *Gap closing: number sense: Junior/intermediate facilitator's guide*. Available at <http://www.edugains.ca/newsite/math2/gapclosing.html>

Graphic organizers

- Ministry of Education of Ontario. (2004). In *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/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf>

Interactive white boards

- Literacy and Numeracy Secretariat. (2012, March). *Technology in the mathematics classroom* (What Works? Research into Practice: Research Monograph 38). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ww_technology.pdf

Manipulatives (concrete materials)

- Ministry of Education of Ontario. (2006). Manipulatives. In *A guide to effective instruction in mathematics, kindergarten to Grade 6: Volume 3. Classroom resources and management* (pp. 18–28). Available at http://eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_3.pdf

Math scales

- Education Quality and Accountability Office (2012). Junior mathematics scale. In *Understanding levels of achievement: using information to improve student learning: Junior division* (pp. 16–17). Available at http://www.eqao.com/pdf_e/12/UnderstandingLevelsAchievement_JuniorDivision_en.pdf
- Education Quality and Accountability Office (2012). Primary mathematics scale. In *Understanding levels of achievement: using EQAO information to improve student learning: Primary division* (pp. 16–17). Available at http://www.eqao.com/pdf_e/12/UnderstandingLevelsAchievement_PrimaryDivision_en.pdf

Math strategy walls

- Ministry of Education of Ontario. (n.d.). Strategy walls. In *A guide to effective instruction in mathematics, kindergarten to Grade 6: Volume 3. Classroom resources and management* (p. 15). Available at http://eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_3.pdf

Math talk

- Literacy and Numeracy Secretariat. (2007, January). *Student interaction in the math classroom: Stealing ideas or building understanding* (What Works? Research into Practice: Research Monograph 1). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/bruce.pdf>

Mathematical process

- 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/MathProcessessPackage.pdf>

Moderated marking

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

PRIMARY AND JUNIOR DIVISIONS: MATHEMATICS (continued)**Proportional reasoning**

- Ministry of Education of Ontario. (2012). *Paying attention to proportional reasoning, K–I2*. Available at <http://www.edu.gov.on.ca/eng/teachers/studentssuccess/ProportionReason.pdf>
- Ministry of Education of Ontario (EduGAINS). (2010). *Big ideas and questioning, K–I2: Proportional reasoning*. Available at http://www.edugains.ca/resources/LearningMaterials/ContinuumConnection/BigIdeasQuestioning_ProportionalReasoning.pdf

Responsive mathematics learning environment

- Ministry of Education of Ontario. (2011). Design a responsive mathematics learning environment. In *Paying attention to mathematics education, K–I2*. Available at <http://www.edu.gov.on.ca/eng/teachers/studentssuccess/FoundationPrincipals.pdf>

Teacher learning needs

- Council of Ontario Directors of Education. (2012, January 1). Professional development that makes a difference. *Code Advisory, 13*. Available at http://www.ontariodirectors.ca/CODE_Advisories/Downloads/CODE%20Advisory%20No%2013%20Web.pdf
- Literacy and Numeracy Secretariat. (2007, October). *Professional learning communities: A model for Ontario schools* (Capacity Building Series: Secretariat Special Edition 3). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/plc.pdf>

Thinking visible

- Literacy and Numeracy Secretariat. (2010, September). *Communication in the mathematics classroom* (Capacity Building Series: Secretariat Special Edition 13). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Communication_Mathematics.pdf
- Literacy and Numeracy Secretariat. (2010, September). *Primary assessment* (Capacity Building Series: Secretariat Special Edition 15). Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/cbs_primaryassessment.pdf

Written communication

- Ministry of Education of Ontario. (2006). Written communication. In *A guide to effective instruction in mathematics, kindergarten to Grade 6: Volume 2. Problem solving and communication* (pp. 70–79). Available at http://eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_2.pdf

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.

Bellewood Public School

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

Student population: 705; Grades: JK–8; Principal: Joe Younan

Bellewood Public School is a junior-kindergarten-to-Grade 8 school in Windsor. This French Immersion school has grown dramatically over the past few years and currently has a population of 705 students. A variety of cultures are represented among the students. Parents are supportive of the school and share a belief in the value of education. They are also receptive to information concerning programming and the details of the school improvement plan highlighted in the school's online newsletters and on teachers' blogs.

Bellewood has experienced considerable success on all EQAO assessments over the years, as its scores are consistently well above the board and provincial averages. These successes can be attributed to sound decision making based on excellent data. For example, demographic information and teacher input indicated that many students from divergent backgrounds come prepared to learn and yet often do not start school with the necessary prior knowledge. So the staff provides experiences necessary for vocabulary acquisition and uses consistent instructional strategies throughout the grades to pre-teach vocabulary prior to learning.

EQAO results are important to the planning and decision-making process at Bellewood. The contextual, attitudinal and behavioural, and achievement data are thoroughly analyzed by the administration and brought to the attention of all staff, since the results have an impact on students at every level. The teachers believe that once they know how kids learn best, they can address learning styles and knowledge acquisition. An in-depth examination goes far beyond a study of scores. It is used to ascertain areas of strength and weakness, gaps in learning and the self-perceptions of students. EQAO provided the data that allowed staff to focus on the gender gap and assisted them in identifying Level 2 students, which led to specific and directed plans at the school level to move students forward. At Bellewood, Level 3 is an important benchmark but not the end. With a view to moving more children to Level 4 in reading, the staff decided on a variety of strategies to “bump up” student



Joe Younan (principal), Andrea Fischer, Todd Awender

responses. They used anchor papers, exemplars and teacher-moderated marking of student work samples throughout their year-long emphasis on the “big idea” of social justice. Together with students, they developed success criteria in an effort to be explicit about what constitutes Level 4 thinking. Teachers used think-alouds to ask questions as they read aloud, and Q-charts were used to create questions that solicited more than yes or no responses. Bellewood's percentage of students at Level 4 far surpassed the board and provincial averages in EQAO's report.

The school administration and staff believe that effective student growth requires clear expectations and targeted strategies. They outlined good teaching strategies—well-researched best practices that all agree are non-negotiable and that are in place in every classroom—such as small-group instruction, “bump it up” and learning goals. Administrators ensured that each class had the resources necessary to support student needs and promote student engagement. A practical example of strategic planning was in response to the EQAO Student Questionnaires that indicated that, despite mathematics scores above the provincial average, students did not perceive themselves as good at math. The staff discovered that students had the skills to solve the questions but did not have the confidence in their math communication skills to explain their reasoning. Through a collaborative inquiry approach, students developed more skill and confidence in communicating their thinking. Teachers' theory of action statements led to an investigation of strategies such as

**“You can feel the culture of professionalism,
curriculum and learning as soon as you walk
into this building.”**

Joe Younan, Principal

“Without data, how can you place value in what you do and teach? Data tells me where to focus, how to learn and how to think. It allows for a road map to an appropriate end.”

Todd Awender, Former Principal

working backward from the answers to the problems, teaching steps in explaining thinking and using iPads to communicate.

Responsive professional development at Bellewood combines with thoughtful analysis of EQAO data, and internal assessment practices offer the information necessary to allow for accurate programming. Teachers set their professional development agenda within professional learning communities in the school, and a board-sponsored instructional coach is available to assist in classroom practices. Vice-Principal Andrea Fischer’s previous role was as an instructional coach, and her experience with teacher

conversations has helped her in her current role. Principal Joe Younan comments: “You can feel the culture of professionalism, curriculum and learning as soon as you walk into this building.”

Bellewood Public School has proved to be a model of excellence. The staff has used accurate assessment data and plotted growth for the students using best practices. The EQAO assessments are the objective tool that indicates how successful the school improvement plan has been. Former principal Todd Awender is quick to acknowledge the role of data in this successful process. “Without data, how can you place value in what you do and teach? Data tells me where to focus, how to learn and how to think. It allows for a road map to an appropriate end.”

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	57%	53%
Male	43%	47%
Special education needs	3%	5%
English language learners	0%	0%
Born outside Canada	16%	13%
First language learned at home was other than English	29%	37%



Bellewood Public School

Canadian Martyrs Catholic School

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

Student population: 300; Grades: JK–8; Principal: Luigi Pennacchio

Canadian Martyrs Catholic School, in Toronto, serves 300 students from kindergarten to Grade 8, with approximately 40% of students bused from neighbourhoods beyond the immediate vicinity of the school. Recently, the school's neighbourhood has experienced a demographic shift, with many younger families moving into the area, thereby increasing kindergarten enrolment. Canadian Martyrs has a diverse population drawing from a wide range of socio-economic backgrounds. Many programs such as Reading and Computer Buddies encourage the close co-operation of students from different backgrounds, which supports an inclusive school environment.

Canadian Martyrs has an active Catholic School Advisory Council, which works collaboratively with the administration, meeting regularly throughout the year to support programs and engage parents in the various activities of the school. Using Parents Reaching Out funding through the Ministry of Education, the Council has organized parent information nights with speakers on various topics. The school has also organized Teaching Learning Critical Pathway (TLCP) information sessions for the parent community. Robert Majkut, Grade 5 teacher, states: "Parents choose to send their children to Canadian Martyrs because of its high achievement and high expectations of the students by their teachers. Teachers lead by example and willingly give up their time to provide extra assistance to the students and participate in extracurricular activities. We use agendas from Grades 3 to 8 and parents communicate with the

teachers on a regular basis. The parents appreciate the time teachers give and we have a very good relationship with them."

The school improvement team reviews the "over time" EQAO data as well as school and board data to examine trends and identify areas of strength and those that need improvement. For the past five years, they have examined the Item Information Reports and identified open-response questions as an area of continuing focus. The teachers collaborated to develop strategies to help students understand what open-response questions require and how to demonstrate learning effectively.

The teachers believe that EQAO data provide invaluable information that determines the direction for changes to instructional practices. As a team, they have developed strategies to help students answer EQAO open-response items. Teachers in Grades 1 through 8 have incorporated these strategies into their practices. As a team, when engaging in moderated marking, the teachers develop exemplars for each achievement level. Students know and understand what quality work looks like and can strive to meet the expectations. Opportunities are provided for the students to demonstrate and synthesize their learning using strategies such as accountable talk. Students are given many opportunities to initiate conversations relating to the text, and discussions on the topic help refine their thinking process. Students learn to focus on their assignments and can reflect purposefully. Teachers believe that by using this holistic



Canadian Martyrs Catholic School



Robert Majkut, Tammi Upshaw, Kelly Waywell, Luigi Pennacchio (principal)

approach, they are building a culture of achievement in which students will be better prepared to meet the expectations of each grade.

Teachers use EQAO's sample student responses to demonstrate what work looks like at the various levels and use moderated marking to create their own exemplars. Throughout the grades, teachers develop a variety of graphic organizers to help students make connections and to give them a framework to support their learning.

As the students move through the grades, they become confident with the language of the curriculum and are encouraged to use the teacher's descriptive feedback to reflect on next steps. They share their responses with one another to demonstrate and refine their skills. For example, to improve their writing skills, students are encouraged to use their five senses to add descriptive details to their writing. Teachers and students are growing more comfortable with the process of

discussing the collaborative creation of the success criteria that measure attainment of a learning goal. Tammi Upshaw, Grade 3 teacher, states: "Students are encouraged to participate in the creation of learning goals and success criteria, and so take considerable ownership of their own education."

Schools in the Toronto Catholic District School Board use TLCPs as part of their professional learning. The administration and staff at Canadian Martyrs Catholic School use TLCP sessions to create common strategies and assessment tools. This dialogue and sharing of resources and strategies also takes place when teachers meet informally during the school day. Kelly Waywell, Grade 6 teacher, states: "Teachers meet informally or in their divisions to examine the data and develop strategies that will refine and improve their daily practice. They share their expertise willingly to provide better learning opportunities for their students. Teachers believe every student can be successful if they differentiate for students' individual needs. Sharing resources and working together as a team is the key to our ongoing success." Teachers attend professional development sessions led by board personnel and share information with the other teachers when they return to the school. They adjust the students' learning goals as they monitor their progress. They revise success criteria to meet their students' changing needs. Success criteria are used as the basis of feedback and peer and self-assessment for the students.

Principal Luigi Pennacchio states: "We use the data provided by EQAO, as well as school and board data, to build our school improvement plan and guide our progress. We determine our needs and set our focus for the year. I am very proud of the staff at Canadian Martyrs Catholic School, who works together creating a very positive learning environment for our students."

"We use the data provided by EQAO, as well as school and board data, to build our school improvement plan and guide our progress. We determine our needs and set our focus for the year. I am very proud of the staff at Canadian Martyrs Catholic School, who work together creating a very positive learning environment for our students."

Luigi Pennacchio, Principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	29%	44%
Male	71%	56%
Special education needs	29%	21%
English language learners	14%	8%
Born outside Canada	32%	15%
First language learned at home was other than English	25%	26%

Englehart Public School

DISTRICT SCHOOL BOARD ONTARIO NORTH EAST

Student population: 229; Grades: JK–8; Principal: Keri Shepherdson

A recent influx of students, precipitated by the closure of a nearby rural school, alleviated the challenges of declining enrolment at Englehart Public School. Because the two school populations shared cultural and socio-economic backgrounds, and because Englehart was proactive in hosting welcoming events during the previous year, staff members were highly successful in seamlessly blending the schools. Of the 229 students in this small English-speaking JK–8 school in Northern Ontario, 50% are bused from the surrounding townships.

Identified as a Turnaround School in 2003, Englehart used available data and embraced the challenge to grow professionally through participation in the Early Primary Collaborative Inquiry program. Ministry and board support with data warehousing, instructional materials, literacy and math coaches and skill-building workshops allowed teachers to amass myriad balanced-assessment strategies and laid the groundwork for the collaborative culture that characterizes the school today. Initially Englehart used EQAO data to determine overall achievement levels, but teachers soon began digging deeper into other EQAO results. For example, by using Item Information Reports, they tracked student performance on specific types of EQAO questions requiring students to make inferences and connections beyond the text. This focused analysis of the data helped put faces to the numbers and to facilitate the formation of precise instructional groupings. Throughout the improvement process, teachers gradually added other data and proceeded to peel back the layers of information for greater understanding. “Data collection has to be purposeful,” says Principal Keri Shepherdson. “You need to be clear about why you’re collecting the data and what you’re going to use it for.”



Jennifer West, Keri Shepherdson (principal), Angela Parker

“Research tells us if and where we can close the gap. Data helps us have concrete evidence to back that up.”

Keri Shepherdson, Principal

Englehart is also particularly interested in the qualitative data from its EQAO Student Questionnaires. Focusing on attitudes toward learning, self-perception and parental engagement, these data personalize the school improvement plan. Use of Tell Them From Me survey data also helped teachers to measure students’ attitudes toward quality of instruction, as well as their feelings about being included, valued, cared for and safe in their learning environment.

Using EQAO data as a baseline, Englehart aligns them with report card information to determine overall student achievement and establish realistic teaching goals. Similarly, staff considers results from the Primary Literacy Assessment Battery (PLAB) for JK–2 students and the Benchmark Assessment System for JK–8 along with EQAO results to develop a complete picture of student progress school-wide. Moreover, PLAB allows staff members to set next steps for instruction and individualize programming by referring to its highly focused binder of intervention strategies. Again addressing primary needs, the school uses Leveled Literacy Intervention to target Grade 1 students who are operating just below provincial standards. “Research tells us if and where we can close the gap. Data helps us have concrete evidence to back that up,” states Principal Shepherdson.

Should discrepancies between school and EQAO data surface, staff members reflect on their personal and collaborative instructional practices and strive, through the implementation of high-yield strategies, to cultivate a culture of learning and encourage students to identify their strengths and next steps. Indeed, reflection is such an integral part of this school’s success that staff members challenge students to access their own thinking and teach them to use EQAO exemplars to level their own work and set personal improvement goals, ultimately helping students assume ownership of the learning process.

Once teachers input all this data, they can access the results and post them with school assessments on their school-wide performance walls. Serving as a living colour-coded document, the walls provide a quick visual record for tracking student progress. Recognizing the process as a powerful motivational



Englehart Public School

tool, teachers hold instructional professional learning community sessions in front of these walls (they call these sessions “learning walks”), celebrating successes and building capacity.

Beyond the classroom, Englehart has employed data to understand its parent community by tracking parent participation in school functions. Aiming for 100% attendance, teachers adopted the strategy of having students write personal invitations with an RSVP request. The data showed a dramatic surge in parental engagement.

High expectations for both staff members and students account for many of the school’s effective strategies. As an extension of the biweekly divisional meetings, teachers share work related to their Pathways initiatives. The resulting cross-divisional discussions give teachers a school-wide perspective on student work. Additionally, cross-panel dialogue sessions among Grades 7–9 math teachers provide further examples of collaboration on intervention strategies to address student needs.

Cognizant that assistive technology has a huge impact on student learning, Englehart makes it accessible to all students. With technology built into the culture of the school, special needs students are readily able to access the curriculum.

The school improvement plan directs budgetary investments in technology dedicated to capacity building and optimizing learning conditions school-wide.

Maximizing instructional time through strategic timetabling is another organizational hallmark of this school. Back-to-back planning and preparation times facilitate co-planning and co-teaching, while pre-recorded video announcements ensure large uninterrupted literacy and numeracy blocks. Special education teachers and literacy and math coaches collaborate with regular classroom teachers, noting needs and developing solutions.

Englehart’s achievements are the result of hard work, perseverance and a clear vision centred on the collection and use of focused and purposeful data. Collaborative analysis, common instructional strategies and daily dialogue are among the many contributions of this school’s talented and dedicated staff.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	82%	38%
Male	18%	62%
Special education needs	18%	38%
English language learners	0%	0%
Born outside Canada	0%	0%
First language learned at home was other than English	0%	0%

“Data collection has to be purposeful. You need to be clear about why you’re collecting the data and what you’re going to use it for.”

Keri Shepherdson

Laggan Public School

UPPER CANADA DISTRICT SCHOOL BOARD

Student population: 186; Grades: JK–Grade 6; Principal: Silvia Speck

Laggan Public is a balanced-day, dual-track French Immersion school in a beautiful rural setting close to the Quebec border. Some of the students come from the nearby town of Alexandria, and all are bused. The students are from a mix of socio-economic backgrounds, and almost 25% have special education needs and are given support in the classroom. Inclusion and differentiation are key elements of the school's culture.

Success strategies at Laggan include the use of EQAO data and resource materials when developing the school improvement plan. When analyzing EQAO's Detailed School Results, teachers noted a gender gap and began to focus on literacy for boys. As the gender gap decreased, they reviewed the EQAO and school-based data for other areas of need and introduced new teaching strategies to support and improve their reading and writing programs. As Principal Silvia Speck notes: "By looking at the evidence from EQAO, school and classroom data, we know where we need to improve. We build our school's success plan around that. We know the children, what is happening in the classroom and the kind of teaching strategies being used, so rich data is more than just numbers on a paper. Common instructional practices are the key."

Teachers find the EQAO Item Information Report a useful tool in their collaborative process for developing high-yield strategies. The data in this detailed report inform their teaching and facilitate remediation and differentiation for clusters of students in specific areas. Using the data as their guide, teachers work tirelessly to implement the strategies for improvement.

Once an academic focus is chosen for the school improvement plan, there is a whole-school approach to implementing change. Teachers work collaboratively, and the same framework is used throughout the grades. For example, through the Teacher Learning and Leadership Program, the staff found research that suggested "accountable talk" as a gateway to learning. In this strategy, students are encouraged to talk about what they are learning, to contribute ideas and to listen to the ideas of others.



Silvia Speck (principal), Carolyn Harrison, Shona Fraser, Wendy MacDonald

Accountable talk has proven its worth and is now part of the school improvement plan in all subjects. This focus sees students use talk in mathematics and when deconstructing problems, sharing and analyzing. Children work in pairs and small groups, trying to build on each others' ideas and to improve their answers. This process encourages students to see other pathways to solutions. To enhance their delivery of the curriculum, teachers often go to the EQAO Web site to find sample problems to use with their current focus in the classroom. Now on the EQAO questionnaires, Laggan students report that they enjoy mathematics and are confident that they are using their cognitive strategies wisely.

The blending of the French and English streams during the English portion of the day aligns with the child-centred and inclusive atmosphere of the school. The culture of caring encourages collaboration and communication with students and staff.

"By looking at the evidence from EQAO, school and classroom data, we know where we need to improve.

We build our school's success plan around that. We know the children, what is happening in the classroom and the kind of teaching strategies being used, so rich data is more than just numbers on a paper. Common instructional practices are the key."

Silvia Speck, Principal

“Data helps us to decide where our resources should go. It helps us share information about learning and about students’ needs.”

Silvia Speck

Laggan has many students with special education needs. They are all given the accommodations and the support necessary to achieve to the best of their abilities. Through programs such as the Eastern Ontario Health Units’ Words in Bloom, they receive intense literacy and language support. From the early grades, everyone uses technology. The Upper Canada District School Board sponsors the “Soft-Where to Learn” program, and all staff and students are taught and use the programs together.

There is also a strong partnership with parents. The school Web site offers newsletters, calendars and a link to the EQAO Web site. Parents are invited into the school and are active as volunteers and on the school council. According to the school council chair, Iris Clark, there is an open-door policy at Laggan and effective communication among teachers and parents. Parents are invited to visit classrooms and talk to the teachers at any time. Parents receive much information, and teachers share the strategies they use so that parents can use them at home with their children.

At Laggan the standards are high and use of data is an important strategy. “Data helps us to decide where our resources should go. It helps us share information about learning and about students’ needs. We all have to have a voice and we move forward as a team,” says Principal Speck. “Everyone works hard and does their best. These expectations have produced positive results, as the children do exceptionally well on EQAO assessments.”

The inclusive atmosphere, culture of openness and ongoing communication at Laggan invite parents, students and teachers to connect. The school improvement plan and staff development evolve from looking at EQAO data. Collaborative and consistent teaching strategies, such as accountable talk, improve student understanding. Differentiated instruction, based on individual needs and abilities, coupled with high expectations, are a recipe for success. That success is evident in the confidence that the students demonstrate in their own abilities, and in the EQAO assessment results.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	44%	34%
Male	56%	66%
Special education needs	11%	52%
English language learners	0%	0%
Born outside Canada	17%	3%
First language learned at home was other than English	0%	0%



Laggan Public School

Maryborough Public School

UPPER GRAND DISTRICT SCHOOL BOARD

Student population: 170; Grades: JK–6; Principal: Jonathan Walker

Situated in the village of Moorefield, Maryborough Public School serves 170 students from junior kindergarten to Grade 6, with 97% bused. The demographics of this rural school remain stable, as the majority of students who enrol in kindergarten stay until the end of Grade 6. Staff and parents set high expectations for students and themselves, creating a very positive culture here.

Maryborough is an integral part of this farming community, and many organizations are involved in school activities and projects. The school is very welcoming, and parents and community members willingly volunteer their time and expertise, often continuing to volunteer after their own children have left the school. Teachers integrate activities into their classrooms that are modelled on events taking place in the community; this enhances the learning experience for students. For example, a skateboarding park was planned for the neighbourhood, and teachers used this project as a classroom assignment. Students were asked to design a plan for the park and write to the committee to provide their input. The planner visited the class, reviewed the designs and took input from the students.

When EQAO results are released in the fall, the school team reviews the over-time data to determine areas of strength and of concern. They use EQAO data as a framework to gauge their success in meeting goals set the previous year. They believe that the test reflects the *Ontario Curriculum* expectations and that the results determine next steps. Classroom teachers meet to examine the EQAO data as well as school and board data, such as report cards, PM Benchmarks and CASI, to design their school improvement plan. Looking at the mathematics open-response questions, teachers noticed that student responses were weak and decided that three-part problem-solving would be a focus in the school improvement plan. Using the Item Information Reports

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	57%	71%
Male	43%	29%
Special education needs	33%	33%
English language learners	0%	0%
Born outside Canada	0%	0%
First language learned at home was other than English	0%	0%

for mathematics, staff could see exactly where each student scored and worked to develop strategies to move those students to the next level. Principal Jonathan Walker believes that examining each student's responses to the questions makes the EQAO data more meaningful to the staff. He explains: "We use the EQAO data to help us make informed decisions



Jonathan Walker (principal), Lori Albrecht, Jennifer Merret, Suzanne Morrison

about our next steps. We always make the numbers relevant and real by relating them to each student."

All staff members believe that early intervention is the key to success for students; accordingly, staff administers a battery of diagnostic tests early in September. Students requiring immediate assistance and support are flagged, and accommodations are made where necessary. Progress is closely monitored through regular team meetings and if, after different strategies are attempted, they have not made any significant progress, an individual education plan is developed. The staff regularly celebrates the successes of students who have struggled and now succeed.

One strategy that has proved very successful is the Reading Tutoring Program. Using funding through the board, the school hired a teacher to work with Level 2 students to improve their reading skills. This teacher works with individual students or small groups depending on needs. With the assistance of a board literacy coach, the primary division initiated Daily Five and CAFE (Comprehension, Accuracy, Fluency and Extended vocabulary). Daily Five involves placing students in five reading rotations of 20 minutes each. During this time, teachers meet with their guided reading groups and conference with students to set goals. CAFE lessons are taught between the rotations. As a result of this strategy, teachers observe that students can reflect on their work and self-identify what skills they need to improve upon. Accountable talk takes place among the students, and their teachers notice that they can better articulate their skills and the strategies they use.

Teachers at Maryborough believe technology is very important to the success of their students, with a focus on using it wisely as a tool. Every classroom has a Smart Board, and teachers

“It is the strength of the community outreach and welcoming atmosphere of Maryborough Public School that has contributed to the ongoing success of our students. We have hard-working and committed staff members who truly care about their students and constantly ask what they can do so the students can be successful.”

Jonathan Walker, Principal

and students regularly access technology. The school has many computer programs to support students with special education needs (Kesi, Dragon, Word Q, Inspiration, Smart Ideas, Raz Kids, Tumblebooks), and the students know and can use these computer programs wherever possible to assist them in completing their assignments.

Maryborough recently purchased iPads for the school, and a local company involved junior-division teachers and students in the design of iPad carrying cases. Students created their own carrying case designs and invited company representatives to see them. Teachers also invite students to bring their own laptops, iPads and iPods into the classroom to use, as the school is involved in UG Cloud, a program they piloted last year through the Upper Grand District School Board and its partnership with Google, where students can e-mail any other student in the school. Students also share notes, converse with the teacher and assist each other to complete or make up missed homework

or papers, and teachers can give immediate feedback to their students while they are working on assignments. This has been a successful program, and the teachers see positive results.

Maryborough teachers focus on the whole student, not just the student's academic progress, because they believe every student can learn. They look for ways for students to be successful.

There are many extracurricular activities and elective programs in place to motivate and engage the students, because the staff believes that if the students are involved in activities they will want to come to school. The students respond to the positive culture and their teachers' enthusiasm and work hard to meet their expectations. “It is the strength of the community outreach and welcoming atmosphere of Maryborough Public School that has contributed to the ongoing success of our students,” states Principal Walker. “We have hard-working and committed staff members who truly care about their students and constantly ask what they can do so the students can be successful.”



Maryborough Public School

Mother Teresa Catholic School

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

Student population: 293; Grades: JK–8; Principal: Susan Conway Williamson

Mother Teresa Catholic School in Kingston is a vibrant, positive and nurturing school community that challenges students to grow academically, spiritually and socially. The school consistently acts on its mission statement: “Let no one ever come to you without leaving better and happier.” Beyond their personal commitment to excellence, teachers at Mother Teresa reach out to the larger community to ensure and sustain student learning. Parent volunteers, for example, as well as students from Queen’s University’s faculty of education, St. Lawrence College and Holy Cross Catholic Secondary School are trained and valued as part of a highly focused team that assists teachers in delivering appropriate individualized instruction. To the same end, the Tutors in the Classroom and the Ontario Focused Intervention Partnership tutoring programs provide additional human resources, as do local community agencies.

Although most of the 293 students in this largely homogeneous English-speaking community enter kindergarten with an understanding of print and a plethora of rich learning experiences, teachers make no assumptions, but rather rely on EQAO and other data to assess individual instructional needs. Cognizant that early intervention is crucial to future student learning, teachers respond promptly to Balanced Literacy Assessment Measures and Professional Resources and Instruction for Mathematics Educators (PRIME) data, adjusting instructional practices, offering support and tracking progress. Welcoming the diversity that an on-site daycare, a cluster of military families and new admissions bring, the school’s experienced teaching team makes relationship building a priority.

“Data is what helps us decide the direction we should take and the changes we want to make. It’s very integral to our school improvement plan.”

Susan Conway Williamson, Principal

“First of all, get to know your population, and build that profile of your students based on data. Then very intentionally plan. Data is what helps us decide the direction we should take and the changes we want to make. It’s very integral to our school improvement plan,” says Principal Susan Conway Williamson. Indeed, over time, the teachers at Mother Teresa have come to appreciate EQAO data as a powerful instructional tool that allows sharper focus on student strengths and skills and provides a basis for the school improvement plan. While continuing to use EQAO data to track general trends to gain a global perspective of student progress, staff members are currently employing EQAO and other data to personalize and individualize student programming.

“If there is anything we’ve learned, it is about the importance of pre-assessment and diagnostic assessment,” says Principal Conway Williamson. “Use of data has allowed us to individualize our instruction. We would be lost without the data. It helps us to be really focused.” By using the Sound Skills Screener,



Mother Teresa Catholic School



Lisa Drewniak, Susan Conway Williamson (principal), Andrea Fraser

for instance, kindergarten teachers target students for direct instruction. The progress of kindergarten to Grade 3 students is recorded on a tracking board and reviewed regularly. Also, Grade 1 teachers record PM Benchmarks data on spreadsheets, target students not making significant progress and provide assistance through an early reading intervention program. And likewise, Grades 4 to 8 teachers use EQAO and CASI data to pinpoint students who are at risk. Then through explicit teaching and the Remediation Plus withdrawal program, teachers focus on basic literacy skills, thus enabling students to engage successfully in higher-level thinking and comprehension inquiries.

“We come back to EQAO data several times during the year,” says Principal Conway Williamson. “It’s one of the touchstones.” Recently, a discrepancy between student performance on EQAO multiple-choice and open-response questions in mathematics led teachers to realize they needed to change their approach. They now encourage students to treat all questions as multi-step problems that require reasoning, estimation and deep thinking.

Students’ curriculum proficiency is rooted in Mother Teresa’s involvement in the board’s Collaborative Inquiry for Learning in Mathematics program. While the original intent was to change

the way teachers taught mathematics, the benefits of the three-step problem-solving approach are still being felt school wide and across the curriculum. The motivational power of activities such as after-school math camps, sharing sessions and network inquiry groups is formidable. Correspondingly, the school’s increased use of technology allows students with special education needs to access the curriculum.

Building on the board’s core instructional strategies—accountable talk; precise, timely descriptive feedback; guided practice and rich, relevant tasks—teachers work collaboratively to determine student achievement levels and share ideas during instructional planning times. As well, teachers find the PRIME assessment tool facilitates data collection on a student’s mathematical understanding and helps pair like-minded mathematical thinkers. Teachers at Mother Teresa are continuously evolving, researching, questioning and ultimately rendering self-reflection as an integral part of the school’s assessment processes. With job-embedded, inquiry-based professional learning as the focus, teachers are currently applying mathematical problem-solving procedures in other subject areas, taking on leadership roles, mentoring, co-teaching and co-planning, deepening their own understanding and training students to specify and explain the strategies they use.

Another significant factor for success centres on the positive partnership Mother Teresa staff shares with the school council. The council updates parents on school policy and events, helps formulate goals for the school improvement plan, explains EQAO assessment practices, raises funds for new technology and special projects, and encourages parents to interact with the curriculum. Strong curriculum leadership, an unwavering focus on professional learning and instructional practice based on data, wise and focused budgetary decisions plus a commitment to social justice and action, both locally and globally, are hallmarks of this exceptional school.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	35%	57%
Male	65%	43%
Special education needs	18%	9%
English language learners	0%	0%
Born outside Canada	0%	0%
First language learned at home was other than English	0%	0%

“Use of data has allowed us to individualize our instruction. We would be lost without the data. It helps us to be really focused.”

Susan Conway Williamson

Mountview Public School

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Student population: 205; Grades: JK–6; Principal: Rosemary Coomber

Mountview Public is a junior kindergarten to Grade 6 school located in an established area of the Hamilton escarpment. This school of 205 students boasts a unique demographic profile. There is a large English-language-learner population that identifies strongly with its various cultures and languages. Education is valued highly among parents, and they are always available to provide their support at the school. They support outings, organized activities and athletics, and they volunteer in classrooms. They also organize and convene evening workshops in their respective languages on themes relevant to their own heritage.

The students at Mountview have learned to manage their time well, as they are an exceptionally busy group. School is of primary importance, but almost all students are involved in some formally organized activity, such as dancing, hockey, lacrosse or gymnastics.

The atmosphere at Mountview is calm, inviting and welcoming. Accordingly, it has been selected as a site for one of the board's research-based Character Network Centre classrooms. Students receive specialized assistance through the explicit teaching of selected social skills, anger management skills and restorative justice principles. When students have completed their six weeks at Mountview, they return to their home schools supported by Character Network staff.

Mountview is a busy school that strives not only for excellence but also to develop a sense of confidence and perseverance in students. Over the years the children have performed well above the board and provincial averages in all areas of the EQAO assessments. Certainly a large part of their success can be attributed to educators making decisions based on good data. Internally, report cards, homework completion, attendance records and the DRA provide an excellent performance profile for each student. The school also highly values EQAO's objective assessment of *Ontario Curriculum* expectations. Accordingly, the principal and staff analyze the annual EQAO report to confirm the accuracy of their conclusions and guide their plans. They



Jane DeRoo, Stacey Johnson, Susan Matteucci, Rosemary Coomber (principal)

look beyond the scores to examine strengths, weaknesses and trends. They scrutinize individual question responses and Student Questionnaires. From the collective data, a school improvement plan is devised to address current needs.

Mountview's staff is stable and shares a love of reading. Many of the school's initiatives are designed to enhance growth in and appreciation for all forms of literacy. To this end, a great emphasis is placed on a well-stocked library and suitable reading materials for both boys and girls at all levels. The Leveled Literacy Intervention program begins in kindergarten. There are 150 lessons available with books and strategies for reading that can be used in the classroom, and a take-home component to involve parents. Any students unable to read independently work with the teacher. This program speaks to the school philosophy of providing strong intervention programming. The Annual Operating Plan stresses "knowing [the] students and keeping the bar high."

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	54%	42%
Male	46%	58%
Special education needs	25%	15%
English language learners	38%	18%
Born outside Canada	4%	12%
First language learned at home was other than English	38%	15%

"This school is buzzing with learning. We are trying to develop a love of learning in our students and show them the benefits of hard work and not giving up. They know what excellence is and how they can achieve it. We celebrate learning here."

Rosemary Coomber, Principal

The Grades 3 to 6 students are involved in the Problem of the Week program, which is designed to develop problem solving and higher-level thinking skills. Students are given a problem to take home, where they work toward a solution. The answers are marked either individually by the teacher or collectively by the students. A rubric and debriefing strategies are developed, and students are required to defend their thought processes. Past EQAO questions are often used in this exercise, and students gradually become more aware of what constitutes a Level 3 or 4 answer and what strategies and thinking are needed to achieve it. Students are encouraged to persevere and keep on working. As Principal Rosemary Coomber says: “Time on task is important. It sets a tone, and expectations are reinforced. The same emphasis occurs in all grades throughout the school.” At Mountview School, bulletin boards have been replaced by performance boards. Examples of Levels 3 and 4 work are on display.

One area of excellence that strikes all visitors is Mountview’s use of technology. Unsurprisingly, students have access to computers, tablets and Smart Boards, but the school and the classroom have been expanded and made accessible through the creative use of technology. In addition to announcements and newsletters from the principal being available online, each primary teacher has a Web site, and communication between parents and teachers is encouraged. Summaries of the week’s

“Time on task is important. It sets a tone, and expectations are reinforced. The same emphasis occurs in all grades throughout the school.”

Rosemary Coomber

work, reminders, deadlines and class newsletters are posted. E-mail messages are sent back and forth between parents and the school, and various links for parents appear on the sites. The community is more aware of what is going on in the school and can communicate easily and quickly.

Mountview School has embraced EQAO assessments as a valuable tool that can further align their in-school practices and planning. The atmosphere of the school, the confidence of the community and Mountview’s ongoing academic performance excellence attest to the school’s success. As Principal Coomber states: “This school is buzzing with learning. We are trying to develop a love of learning in our students and show them the benefits of hard work and not giving up. They know what excellence is and how they can achieve it. We celebrate learning here.”



Mountview Public School

Nor'wester View Public School

LAKEHEAD DISTRICT SCHOOL BOARD

Student population: 322; Grades: JK–8; Principal: Erin Aylward

Nor'wester View Public School, located in a beautiful, isolated rural setting, has a homogeneous student population. Teachers make use of EQAO resources and sample questions as a way to present diversity and urban concepts to their students. The school's population is declining slightly, and most students are bused or driven to school.

The staff members at Nor'wester View use the EQAO assessment results as a celebration of their success. They also use the cohort tracking data to look at trends and areas they may need to focus on in the school improvement plan. The primary and junior teachers review the Nor'wester View data, and intermediate-division teachers also check the results from the OSSLT and Grade 9 Assessment of Mathematics to inform their planning. As Principal Erin Aylward notes: "The data that we receive from EQAO is always the starting point of our school year, when we look at areas for celebration and improvement. We start with diagnostics and observation and add data from interest and school climate surveys."

Nor'wester View teachers use observation and survey information to get to know each child. Some teachers design their own surveys using the questionnaires from EQAO assessments. Teachers set their smart goals in September, but these goals are fluid. They revisit them once they have collected their diagnostic data and received the Item Information Report

"Our intermediate teachers are part of a math professional learning community with the secondary school teachers engaged in preparing students for the Grade 9 mathematics assessments from EQAO. We are now expanding the PLC to include literacy."

Erin Aylward, Principal

from EQAO. "We know our students well, and we adjust our instruction to meet their individual needs. We use the Assessment and Evaluation cycle of learning goals, success criteria and feedback," says Principal Aylward.

The staff agrees that the key to Nor'wester View's success is the leadership of Principal Aylward. She recognizes and praises the individual strengths of her teachers. She provides an open climate that promotes sharing and collaboration. She encourages the staff to "take the walls down" and observe each other. With her staff feeling safe, Principal Aylward challenged them to look critically at their own practices and have the professional conversations necessary to improve their effectiveness at moving children along



Nor'wester View Public School



Back row: Amy Drake, Chris Whitehurst, Don Farquhar
Front row: Erin Aylward (principal), Nancy Pohjoisrinne

the continuum. As a result, the staff members feel free to help each other grow, and they work extremely well as a team.

This excellent strength-based leadership model has been put into practice in the classrooms. Lists of strengths go up in all classrooms in September. Once teachers establish learning goals, the students are given the rationale behind them and create the success criteria with the teacher. Just like the teachers, the students work in a climate where they feel safe, comfortable and able to take risks. Positive relationships and character education programs are key elements of student success.

Many of the teachers at Nor'wester View have additional qualifications in mathematics. They have also been deeply involved in the board's Assessment and Evaluation Project in literacy. As well, they take part in distributive leadership forums to share best practices. The teachers work collaboratively, and they are invited to observe each other's lessons. Following the same model as the teachers, the children also work in groups and use peer evaluation to learn.

Nor'wester View teachers take leadership roles in EQAO-focused workshops. The Grades 3 and 6 teachers attend and then share their insights with the rest of the staff. Recently

they explored *Understanding Levels of Achievement: Using EQAO Information to Improve Student Learning (Primary and Junior Divisions)* and have found it a useful resource. The teachers are collaborative and comfortable sharing effective strategies.

Growing out of a cross-panel transition program, frequent communication between the intermediate teachers at Nor'wester View and Grades 9 and 10 teachers at their local secondary school ensure students are prepared for EQAO's mathematics and literacy assessments. They meet four times a year to review the EQAO results together. Teachers bring sample answers back to use in lessons that have been introduced to support student needs. Principal Aylward tells us: "Our intermediate teachers are part of a math professional learning community with the secondary school teachers engaged in preparing students for the Grade 9 mathematics assessments from EQAO. We are now expanding the PLC to include literacy."

Communication with parents is open and ongoing. According to parents Tony DaSilva and Nancy Pohjoisrinne, parents are engaged in their children's education, and they contribute to their children's success by sending them to school well-rested, on time and ready to learn. Parents feel comfortable volunteering in the classrooms, where they see what and how their children are learning. Nor'wester View has an active school council and parents are real partners in education; they are involved and supportive of their children and of the school.

This strength-based school has a positive and caring climate that encourages risk taking and learning from students and staff alike. The teachers know their students well and use specific learning goals and success criteria to move students forward, even planning beyond Nor'wester View to support student success in the secondary system.

It is clear that everyone's enjoyment of learning at Nor'wester View makes for ideal conditions for improved student outcomes and achievement.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	33%	54%
Male	67%	46%
Special education needs	39%	14%
English language learners	0%	0%
Born outside Canada	3%	7%
First language learned at home was other than English	0%	0%

"The data that we receive from EQAO is always the starting point of our school year, when we look at areas for celebration and improvement."

Erin Aylward

Port Rowan Public School

GRAND ERIE DISTRICT SCHOOL BOARD

Student population: 270; Grades: JK–8; Principal: Margaret Payne

Port Rowan Public School, located on the shores of Lake Erie, spans junior kindergarten to Grade 8. It is the only public elementary school in the area, and its current population, which has been declining in recent years, now stands at 270 students. Farming and seasonal tourism provide the majority of jobs in this mixed-income area.

Active parental involvement greatly contributes to the feeling of inclusion among students at all grade levels. An example of support at Port Rowan is found in the Healthy Snack Program, which is organized and run by retirees and parent volunteers. This group also fundraises and arranges a monthly hot breakfast for the entire school. Local high school students come in and work with intermediate-division students on preparing and serving meals; this has created a leadership opportunity and helps the younger students transition to the next level of education.

The creativity and initiative of the teaching staff form the cornerstone of the spirit and success at Port Rowan. Principal Margaret Payne states: “The staff is the strength of this school. The principal can’t be the curriculum leader in isolation. Teachers take ideas, develop them as a team and run with them.” A variety of motivational activities are offered to bring the entire school population together and create a sense of belonging for all students. Through “Colour House Activities,” multi-age groups form houses and work together on specific tasks. This initiative is credited with essentially eradicating bullying at the school.

Port Rowan Public works hard to provide an inviting and effective learning environment for all students. EQAO results validate the excellence of their efforts. This school is consistently above their school board results in all subjects and above provincial results in reading and writing.

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	38%	42%
Male	62%	58%
Special education needs	24%	19%
English language learners	0%	0%
Born outside Canada	3%	0%
First language learned at home was other than English	0%	8%



Shannon Moulton, Margaret Payne (principal), Christine Gubesch

At Port Rowan, EQAO assessments are not viewed as a challenge, but rather as a useful tool that presents objective measures of *The Ontario Curriculum*. EQAO assessments are administered only to Grades 3 and 6 students, but the information that is provided affects all children at the school. Accordingly, the entire staff meets to analyze each report for strengths and weaknesses of student learning and to develop a plan of action. The accrued information is also shared with parents. Included in the academic data that is examined and shared are the students' personal perceptions and what they like and dislike about school. It becomes the task of home and school to build self-confidence in the children and have them perceive the EQAO assessment as an important event.

The principal and staff members are proficient in utilizing information found on the EQAO Web site, including examples of work at the different levels, and do so daily. The children have become aware of where they stand relative to Level 3, and what they need to work on to approach and exceed the

“Data is my friend, and my job as principal is to help teachers grow in their understanding. Data is a tremendous tool that allows us to see our effectiveness, and if there are gaps we can address them.”

Margaret Payne, Principal

provincial expectation. With reference to this expectation, staff members extol the benefits of serving as EQAO scorers, seeing the experience as a unique and beneficial professional growth opportunity.

Some of the more noteworthy strategies that have contributed to the successes at Port Rowan include an early intervention initiative called the Strong Start program. Delivered by trained volunteers, it consists of one-on-one assistance to kindergarten and Grade 1 students on game-based modules dealing with letter sounds and high-frequency words.

The Booster Club program is offered to Grades 3 and 6 students who are at Level 2. Educational assistants run this after-school program twice a week for an eight-week module. Students have the opportunity to develop improved problem-solving and reading responses and achieve a boost to Level 3.

In order to minimize confusion, students in all grade levels are consistently taught to use curriculum vocabulary in mathematics and literacy, and all available accommodations are offered to assist the students.

Mathematics is an area of concentration for this school, which is currently involved in several math programs. Schools in the

Middle highlights a math learning cycle using if-then suppositions. Another initiative highlights teaching a problem-solving model and the use of appropriate math vocabulary to allow students to explain their rationale and justify their answers. A math alignment project uses graphs as a problem-solving model.

Port Rowan is indeed a busy place with high academic goals and expectations for all students; it is also a well-rounded school with teams, clubs, recreational activities and high morale. The success story at Port Rowan depicts an effective partnership among principal, teachers, educational assistants, parents and volunteers to program effectively for the students. They use the full spectrum of resources that EQAO makes available. Using accurate data has become the centrepiece in their exceptional assessment performance.

“Data is important,” states Principal Payne. “Early in my career I wasn’t aware of its importance. I am, however, a lifelong learner, and I am working to grow in my understanding . . . Data is my friend, and my job as principal is to help teachers grow in their understanding. Data is a tremendous tool that allows us to see our effectiveness, and if there are gaps we can address them.”



Port Rowan Public School

St. Joseph Catholic Elementary School

PETERBOROUGH VICTORIA NORTHUMBERLAND AND CLARINGTON CATHOLIC DISTRICT SCHOOL BOARD

Student population: 450; Grades: K–8; Principal: Stephen Smith



Stephen Smith (principal), Cathy Lynch, Donna Paquette, Nicole Viren

St. Joseph Catholic Elementary School in Bowmanville serves a geographically wide region. Although pupils come from a variety of cultural and socio-economic backgrounds, most students were born in Canada. Busing is available, but many parents arrange transportation for their children so that they can take part in the school's active extracurricular program. A nutritious breakfast is available for students who arrive at school early. Due to St. Joseph's growing population, a building extension is planned.

"St. Joseph Catholic Elementary School offers a caring and inviting environment with high expectations for students and a highly motivated staff, and to help us we receive valuable information from EQAO," says Principal Stephen Smith. Along with the EQAO data, the St. Joseph staff uses A+, the board's data software, which facilitates the analysis of information from multiple sources. Teachers work by division and use the "Assessment for/as/of Learning" model when developing their school improvement plan.

Key to the development of the school improvement plan is EQAO's Item Information Report, which allows teachers to focus on specific areas and to tailor how they present information, especially for remediation. For instance, in mathematics the Item Information Report indicated that many students were giving the same incorrect response.

Teachers identified the problematic areas. As a result, they implemented strategies such as an increased use of technology and manipulatives, moderated marking, more open-ended questioning, the use of multiple-choice questions, as well as incorporating physical activity into their math lessons daily. Students were engaged, and their success has been reflected in the EQAO assessments. "Our staff is highly motivated, open to new initiatives and willing to take risks to improve student learning. The evidence from EQAO data informs our decision making," says Principal Smith.

The board provides extensive professional development training. Teachers explore strategies and practices through initiatives such as the Collaborative Inquiry program for literacy and the PRIME developmental continuum in mathematics. The board supports the extensive use of technology in the classroom, and through the Fast-Forward Project, all teaching staff have access to a laptop containing curriculum related software that, along with a Smart Board in every classroom, allow them to provide students with the very best in French Immersion education.

Key to St. Joseph's success is high expectations for all students, but especially for students with special needs. Teachers and support staff work collaboratively, share their expertise and ideas and show high levels of commitment and care for students. Students with special needs are given accommodations and support, and teachers use a wide range of strategies such as assistive technology, differentiated instruction and student self-advocacy. There is little doubt that, because of student and staff perseverance, students with special needs are achieving success in the French Immersion program at St. Joseph.

Teachers also make good use of EQAO resources by modelling and integrating sample questions into classroom lessons, explicitly discussing what improves responses at the different levels and how to bring work to the next level. In addition, students and staff provide weekly tutoring in mathematics. Curriculum information on literacy and numeracy is sent home, while the school newsletter includes literacy strategies for parents to encourage their involvement. As Principal Smith puts it: "We're always looking for new and better ways to improve

"We're always looking for new and better ways to improve our parents' support for what we are doing."

Stephen Smith, Principal

GRADES 3 AND 6 STUDENT POPULATION

	GRADE 3	GRADE 6
Female	58%	62%
Male	42%	38%
Special education needs	8%	16%
English language learners	0%	0%
Born outside Canada	0%	4%
First language learned at home was other than English	0%	4%

the curriculum and resources, and guiding them to the EQAO Web site to learn more. Parents support what the school is doing and trust the school to provide an exemplary education for their children. According to teacher Donna Paquette: “Staff and community work together to encourage student confidence around the curriculum and, as a result, EQAO assessments are a series of activities to showcase what they can do. Students see it as their time to shine.”

The students at St. Joseph are engaged and motivated learners. They are active in a variety of clubs, such as the *club de peinture* (painting club), the social justice, environmental and recycling

“Our staff is highly motivated, open to new initiatives and willing to take risks to improve student learning. The evidence from EQAO data informs our decision making.”

Stephen Smith

our parents’ support for what we are doing.” The school begins the process early in the year, keeping the parents updated on

clubs, Girls on the Run (which deals with a variety of social and emotional issues), dance club, a lunchtime homework club, school choir and drama club. In addition, there are several athletic clubs, including the cross-country running, track and field, basketball, volleyball, soccer and ski clubs. Students extend their involvement through charitable works in the community at large. There is a strong peer and parish helpers program that empowers students and provides a positive learning environment.

The school improvement plan at St. Joseph informs positive change through the use of multiple sources of data, technology and high-yield strategies. Teachers are enthusiastic and knowledgeable. The students are involved and engaged, both in school and in the community. High expectations are balanced by a caring environment, reflecting the values of the Catholic faith. St. Joseph’s population growth suggests that parents enthusiastically embrace a French Immersion educational experience for their children.



St. Joseph Catholic Elementary 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. The last survey was in 2011.
- 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.
- Programme 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, 2007 and 2011 and to Grade 8 students in 1995, 1999, 2003, 2007 and 2011. 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 2013 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.¹

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

I. Communication

21ST-CENTURY LEARNING OUTCOMES	LITERACY SKILLS ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2009–2013
- Communicate clearly and correctly in the written form - Respond to written text in a manner that ensures effective communication	In the writing component of the test, students are given multiple-choice questions and are prompted to write three types of text. Through their responses, students demonstrate their ability to develop, support and organize ideas in a coherent manner in order to communicate them clearly and correctly.	1) Overall achievement results 2) Average percentage of students at top scores (Codes 30 and 40) for 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 (2011) overall reading achievement results based on average scale scores in 2011 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, 2009–2013
- 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 (2011) 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, 2009–2013
• 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, 2009–2013 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 for Lifelong Learning

21ST-CENTURY LEARNING OUTCOMES	LITERACY SKILLS ASSESSED BY THE PRIMARY AND JUNIOR ASSESSMENTS	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2009–2013
• 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 THE LEARNING OUTCOMES 1) PIRLS (2011) 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, 2009–2013 1) Student Questionnaire data: attitude and behaviours related to mathematics
		NATIONAL AND INTERNATIONAL DATA RELATED TO THE LEARNING OUTCOMES 1) TIMSS (2011) data: Student Questionnaire: attitudes 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 on the previous pages.

I. Communication

Since 2009, 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 68% in 2009 to 77% in 2013. Since 2009, the percentage of Grade 6 students who have met or exceeded the provincial standard has increased from 69% to 77% in reading and from 67% to 76% 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 2013, a larger percentage of students reached the top scores for topic development on the long-writing than on the short-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, between two-thirds and three-quarters of Grade 3 students have performed well on multiple-choice questions in reading, and, on average, fewer than one-third of students have received the top scores (Codes 30 and 40) on open-response questions in reading.
- on average, two-thirds 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 2011 PIRLS assessment results show that

- Ontario Grade 4 students have maintained their high standing internationally compared to the 58 participating jurisdictions, including six other Canadian provinces. Only five jurisdictions performed significantly better than Ontario in overall reading achievement.
- the average scale score of Ontario English-language students has increased by four points, from 550 in 2001 to 554 in 2011, which is not a significant increase.
- 69% of Ontario students reached the top achievement benchmarks in the study (i.e., high, advanced); the international average was 52%.
- 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).

2. Numeracy

Since 2009, 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,

- on average, three-quarters of Grade 3 students have performed well on multiple-choice questions assessing knowledge and understanding, and between one-half and two-thirds have performed well on multiple-choice questions assessing the application of mathematical concepts. On average, between one-half and two-thirds of the Grade 3 students 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 2011 TIMSS results show that

- Ontario students have shown significant improvement from 1995 to 2011 in both Grade 4 and Grade 8.
- the average scale score for Ontario's Grade 4 students has increased significantly since the 1995 administration, from 489 in 1995 to 518 in 2011, a total of 29 points. The percentage of Grade 4 Ontario students achieving or exceeding the TIMSS intermediate benchmark has increased significantly, from 59% in 1995 to 73% in 2011. (No participating jurisdiction has had an average scale score at the advanced benchmark.) Ontario's scores are significantly higher than Alberta's and lower than Quebec's.
- since 1995, the average scale score for Ontario's Grade 8 students has increased significantly, from 501 in 1995 to 512 in 2011. Also, the percentage of Ontario Grade 8 students achieving or exceeding the TIMSS Intermediate benchmark has increased significantly, from 65% to 71%, between 1995 and 2011. (No participating jurisdiction had an average scale score at the Advanced benchmark.) Ontario students performed as well as those in Alberta but not as well as those in Quebec.
- 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.

Over the past four years,

- the Student Questionnaire data showed that approximately two-thirds of Grade 3 students and more than two-thirds of Grade 6 students have indicated that they read the whole mathematics problem first to make sure they know what they are supposed to do most of the time when working on a mathematics problem. Approximately one-half of Grade 3 and more than one-third of Grade 6 students have reported that they think about the steps they will use to solve the problem most of the time.
- more females than males stated that they use these learning strategies most of the time when they are working on a mathematics problem.

4. Personal Management:

Attitudes and Behaviours 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 2009 and 2013, the Student Questionnaire data have shown that

- over half of Grade 3 students indicated that they liked to read, and approximately two-thirds felt they were good readers. However, since 2011, less than one-third of Grade 3 students have indicated that they felt they were able to understand difficult reading passages. Approximately two-thirds of Grade 6 students have indicated that they felt they were good readers, more females than males have indicated that they liked to read, and more than one-third of students have indicated that they felt they are able to understand difficult reading passages.
- approximately one-half of Grade 3 students indicated that they liked to write and that they felt they were good writers. Fewer than one-half felt they were able to communicate their ideas in writing. Approximately one-half of Grade 6 females and one-third of Grade 6 males 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 gap in favour of girls for these questionnaire items was somewhat larger for Grade 6 than for Grade 3.
- approximately one-half of Grade 3 students and less than one-half of Grade 6 students indicated that they liked mathematics, and about the same proportion indicated that they felt they were good at it. However, since 2010, over one-quarter of students have 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 have 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.

Over the past four years,

- three-quarters of Grade 3 students and more than two-thirds of Grade 6 students have 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 have indicated that they read books, newspapers, magazines and Web sites for information at least once a week outside school.
- more females than males have stated that they read the aforementioned materials at least once a week outside school.

Over the past three years,

- approximately one-third of Grade 3 students have 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 have indicated that they write stories and journal entries outside school at least once a week. But between two-thirds and almost three-quarters of Grade 6 students have indicated that they write e-mail, text or instant messages.
- more females than males have stated that they write the aforementioned materials at least once a week outside school.

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

PIRLS (2011) also focuses on reading behaviours and attitudes. Students were asked to complete a questionnaire on their reading habits.

- The index “Like to read” was created from students’ answers to six questions. The results from 2011 show that more than one-third of the Grade 4 students who participated in the assessment like to read, and almost half (49%) somewhat like to read, which is similar to the international average. The average achievement of the students who like to read is 54 points higher than the average achievement of the 15% of students who don’t like to read. The index “Like reading” can explain 8% of the variation in student achievement on the 2011 PIRLS.
- The index “Confidence in reading” was created from students’ answers to seven questions. The results show that 40% of the students are confident in reading, 52% are somewhat confident and 8% are not confident in reading. These data are comparable to Canada in general. In Ontario, there is a difference of 90 points between the students who are confident and those who are not. The index “Confidence in reading” can explain 14% of the variation in student reading achievement on the 2011 PIRLS.

TIMSS (2011) also asked students to complete a questionnaire on their behaviours and attitudes in mathematics.

- The index “Like to learn mathematics” was created from students’ answers to five questions.
 - In Ontario, 26% of the Grade 8 students like to learn mathematics, 41% somewhat like to learn mathematics and 34% don’t like learning mathematics, which is comparable to the international average. The average achievement of Grade 8 students who like learning mathematics is higher than the one for those who don’t. This index can explain 12% of the variation in student achievement in mathematics on the 2011 TIMSS.

- Among the Grade 4 students who participated in the 2011 TIMSS, 35% of them like learning mathematics, 39% somewhat like to learn mathematics and 26% don’t like learning mathematics. The percentages of students who like to learn mathematics are below the international average. The average achievement of students who like learning mathematics is on average 33 points higher than the average achievement of the students who don’t like learning mathematics. This index can explain 3% of the variation in Grade 4 student achievement in mathematics on the 2011 TIMSS.
- The index “Confidence in mathematics” was created from students’ answers to nine questions in Grade 8 and to seven questions in Grade 4.
 - In Ontario, 32% of the Grade 8 students feel confident in mathematics, which is higher than the international average; their average achievement is higher than the average achievement of the 28% of students who don’t feel confident in mathematics. The index “Confidence in mathematics” can explain 36% of the variation in achievement in mathematics on the 2011 TIMSS.
 - Among the Grade 4 Ontario students, 33% feel confident in mathematics, which is similar to the international average. The average achievement of the students who feel confident is higher than the average achievement of the 21% of students who do not feel confident in mathematics. The index “Confidence in mathematics” can explain 18% of the variation in student achievement on the 2011 TIMSS.
- The index “Valuing mathematics” was created from Grade 8 students’ answers to six questions.
 - In Ontario, 55% of the Grade 8 students value mathematics, which is higher than the international average, and 8% don’t value mathematics. The average achievement of students who value mathematics is higher than the average achievement of students who don’t value mathematics. Valuing mathematics can explain 6% of the variation in Grade 8 students’ achievement in mathematics on the 2011 TIMSS.

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 DSB	67180
Brant Haldimand Norfolk Catholic DSB	67164	Ottawa-Carleton DSB	66184
Bruce-Grey Catholic DSB	67008	Peel DSB	66125
Catholic DSB of Eastern Ontario	67172	Peterborough Victoria Northumberland and Clarington CDSB	67067
DSB of Niagara	66150	Rainbow DSB	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 DSB	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 DSB	66044
Hastings and Prince Edward DSB	66222	Thunder Bay Catholic DSB	29068
Huron-Perth Catholic DSB	67016	Toronto Catholic DSB	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 DSB	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

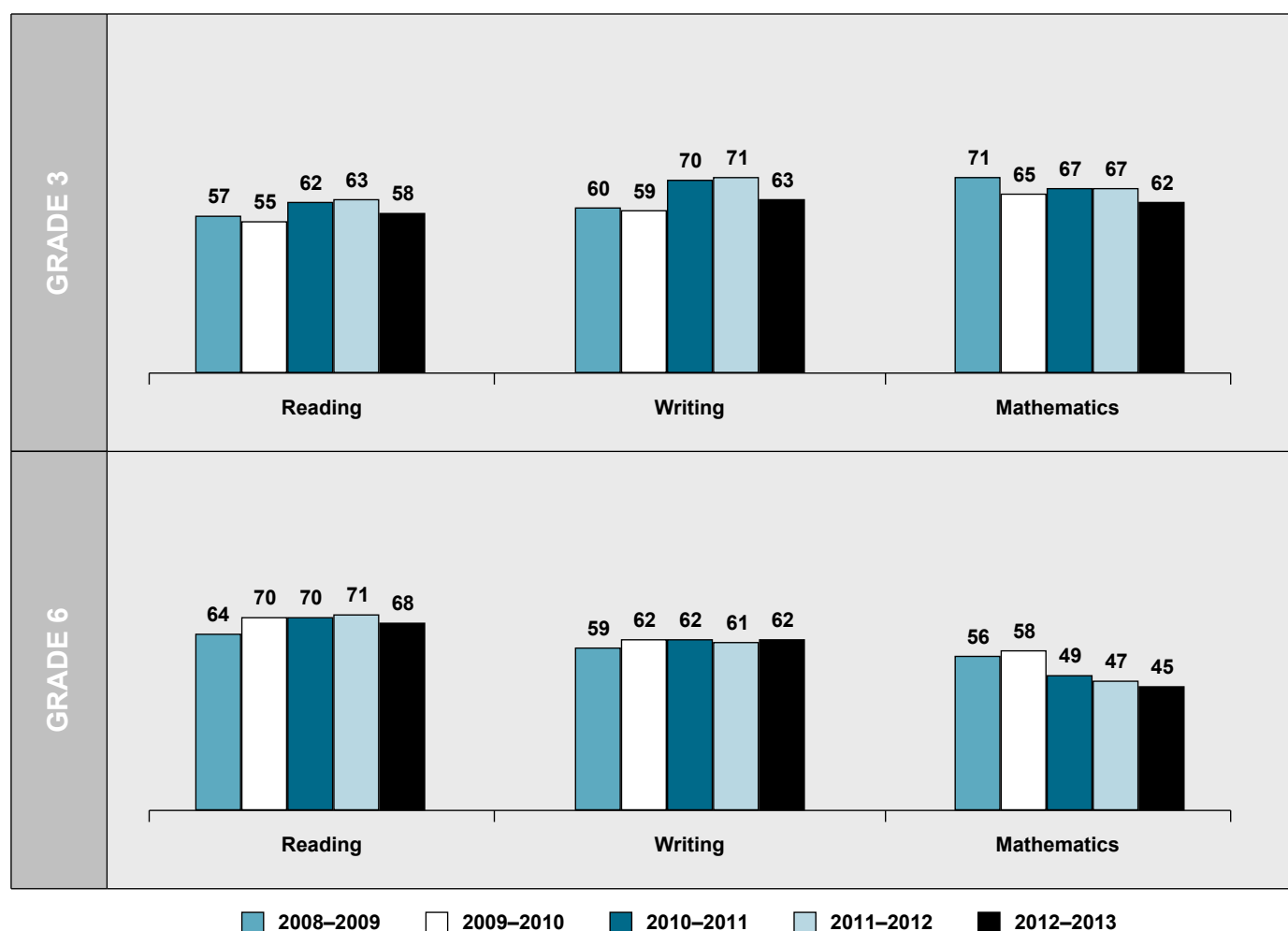
Board Name: Algoma DSB (28010)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	<1%
Students with special education needs (excluding gifted)	17%	22%
First language learned at home other than English	1%	1%
Number of schools	32	32

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	568	579	532	526	519
Grade 3 mathematics	623	640	624	610	608
Grade 6	740	639	641	657	641

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

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



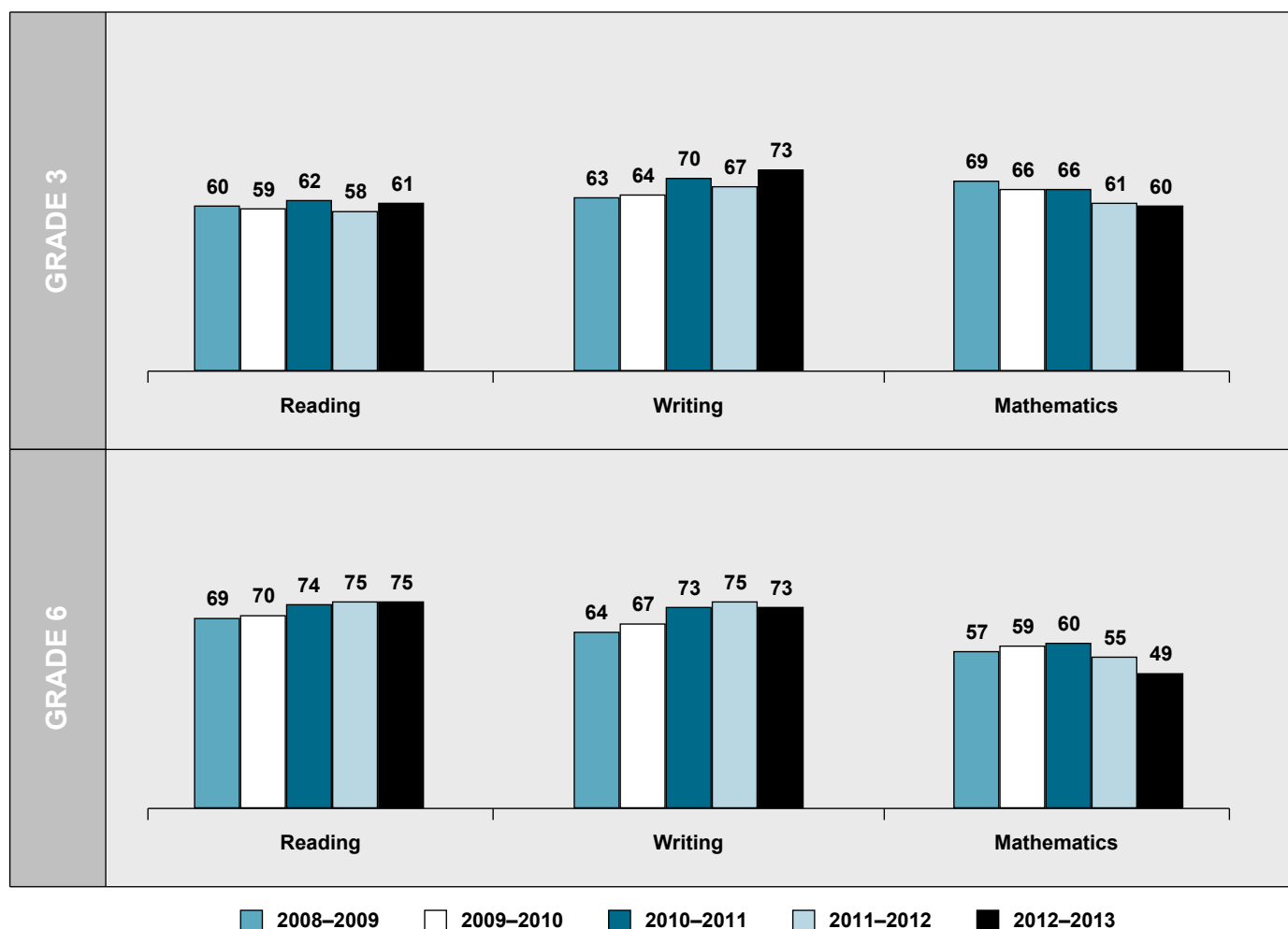
Board Name: Algonquin and Lakeshore Catholic DSB (67202)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	20%	26%
First language learned at home other than English	2%	4%
Number of schools	34	34

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	748	756	768	712	766
Grade 3 mathematics	748	756	772	712	766
Grade 6	781	792	811	770	755

*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**



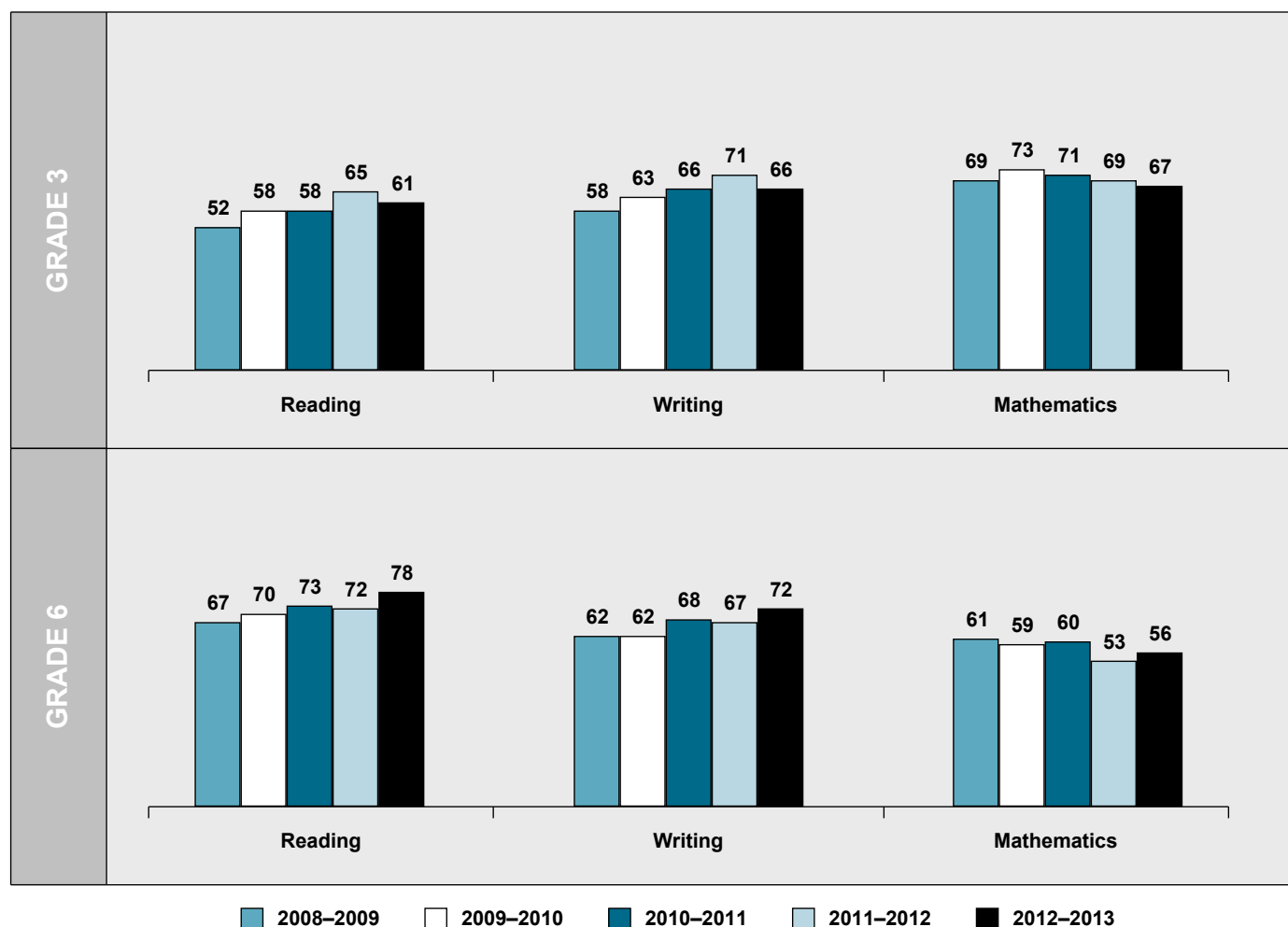
Board Name: Avon Maitland DSB (66010)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	14%	17%
First language learned at home other than English	6%	4%
Number of schools	33	33

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 063	1 066	1 039	1 017	1 013
Grade 3 mathematics	1 063	1 066	1 039	1 017	1 013
Grade 6	1 125	1 208	1 106	1 044	1 065

*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**



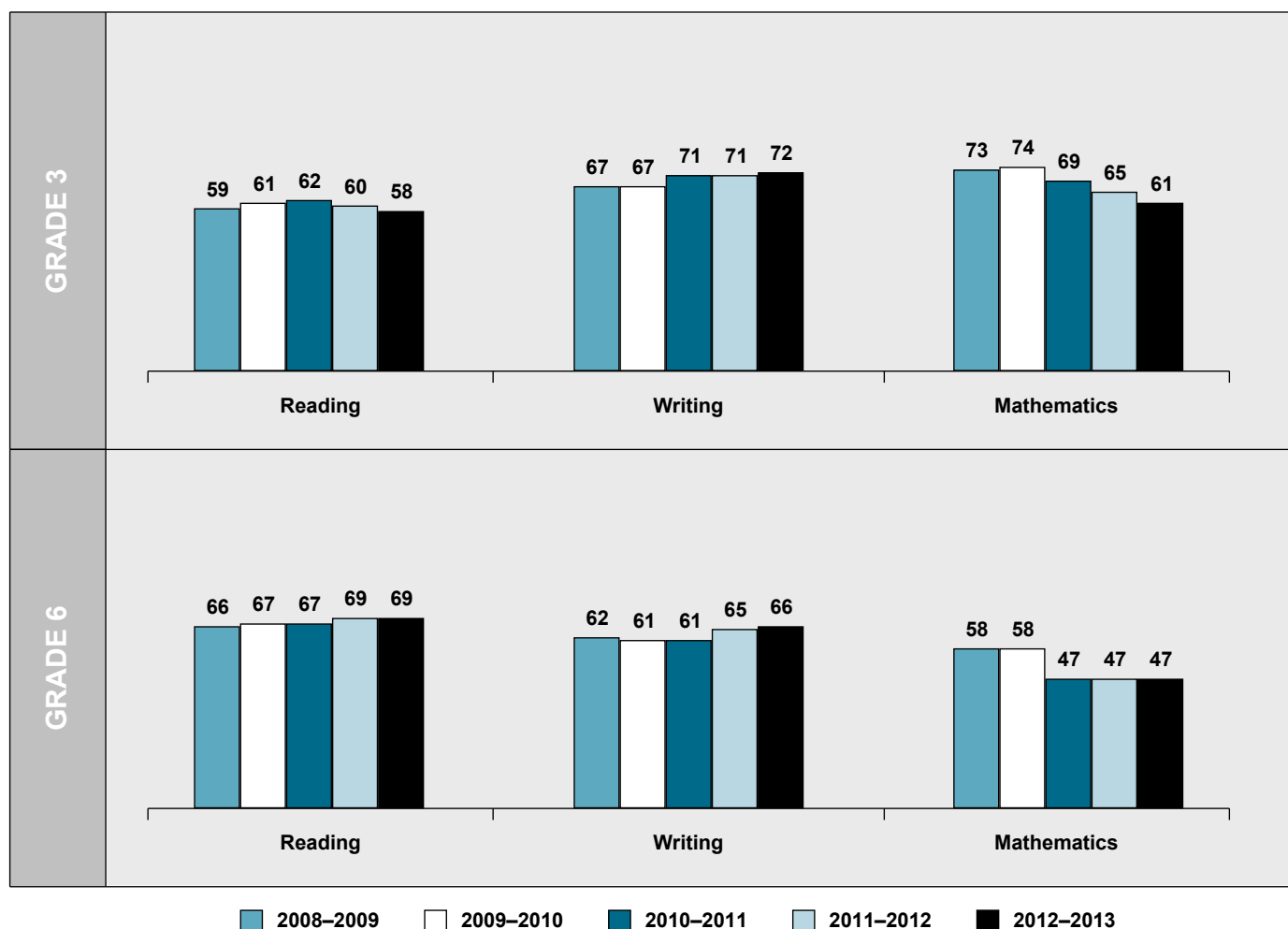
Board Name: Bluewater DSB (66001)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	25%	26%
First language learned at home other than English	1%	1%
Number of schools	39	37

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 141	1 209	1 082	1 073	1 116
Grade 3 mathematics	1 145	1 209	1 080	1 073	1 116
Grade 6	1 308	1 331	1 233	1 134	1 243

*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**



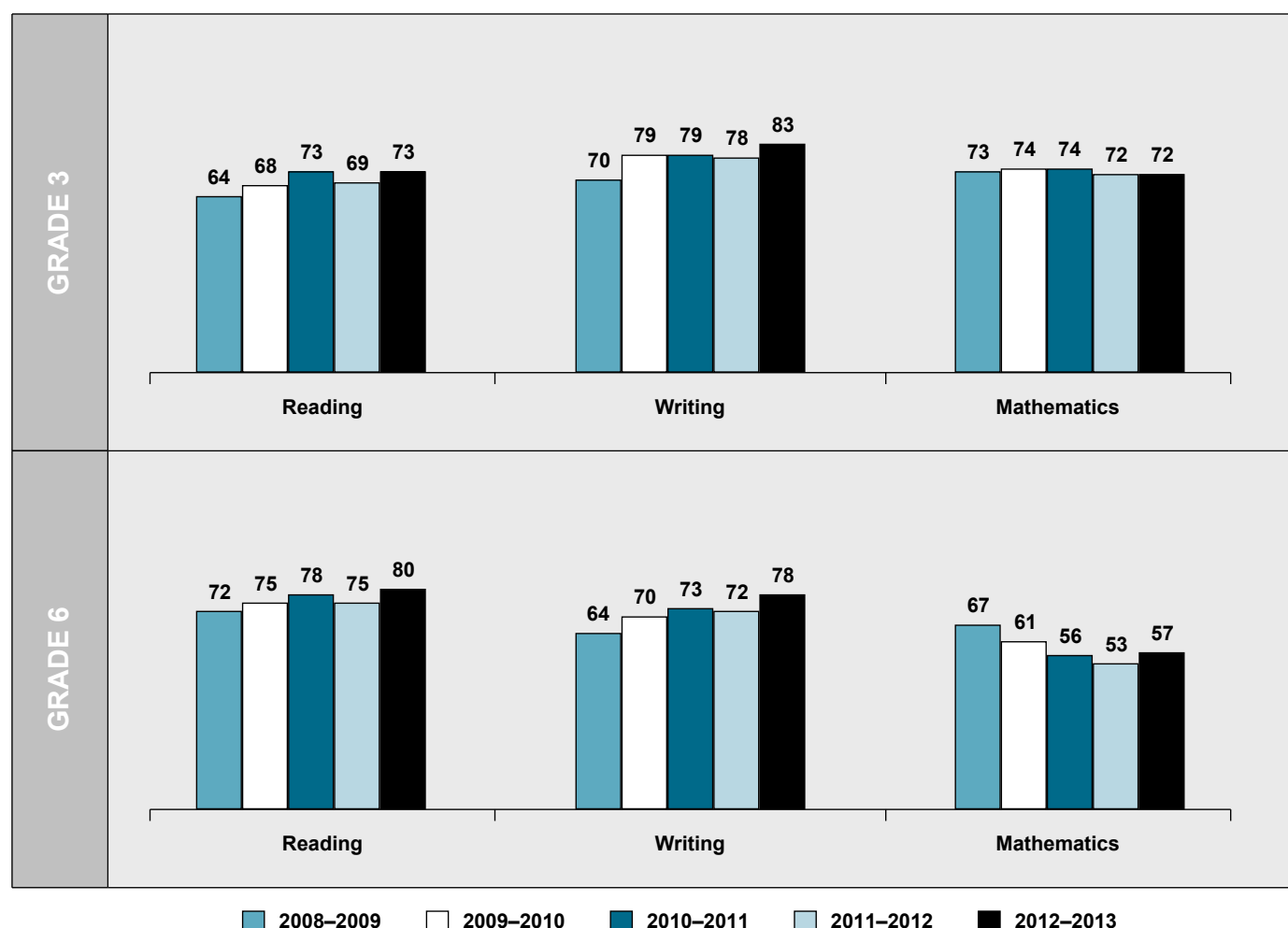
Board Name: Brant Haldimand Norfolk Catholic DSB (67164)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	10%	15%
First language learned at home other than English	1%	1%
Number of schools	30	30

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	684	694	655	619	664
Grade 3 mathematics	684	694	655	619	664
Grade 6	777	722	711	669	678

*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**



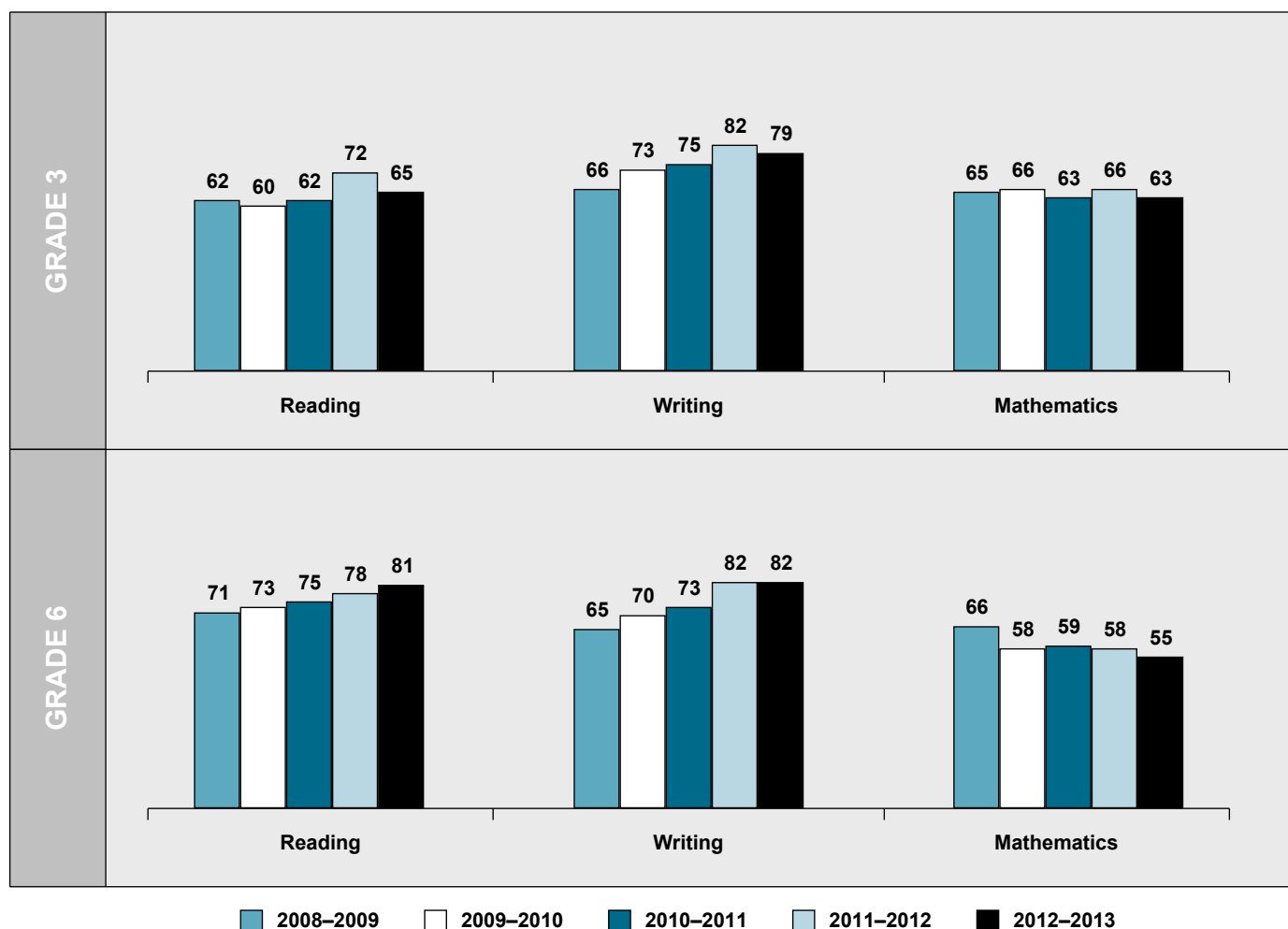
Board Name: Bruce-Grey Catholic DSB (67008)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	36%	30%
First language learned at home other than English	2%	1%
Number of schools	10	10

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	238	244	216	247	223
Grade 3 mathematics	238	244	216	247	225
Grade 6	245	263	244	250	253

*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**



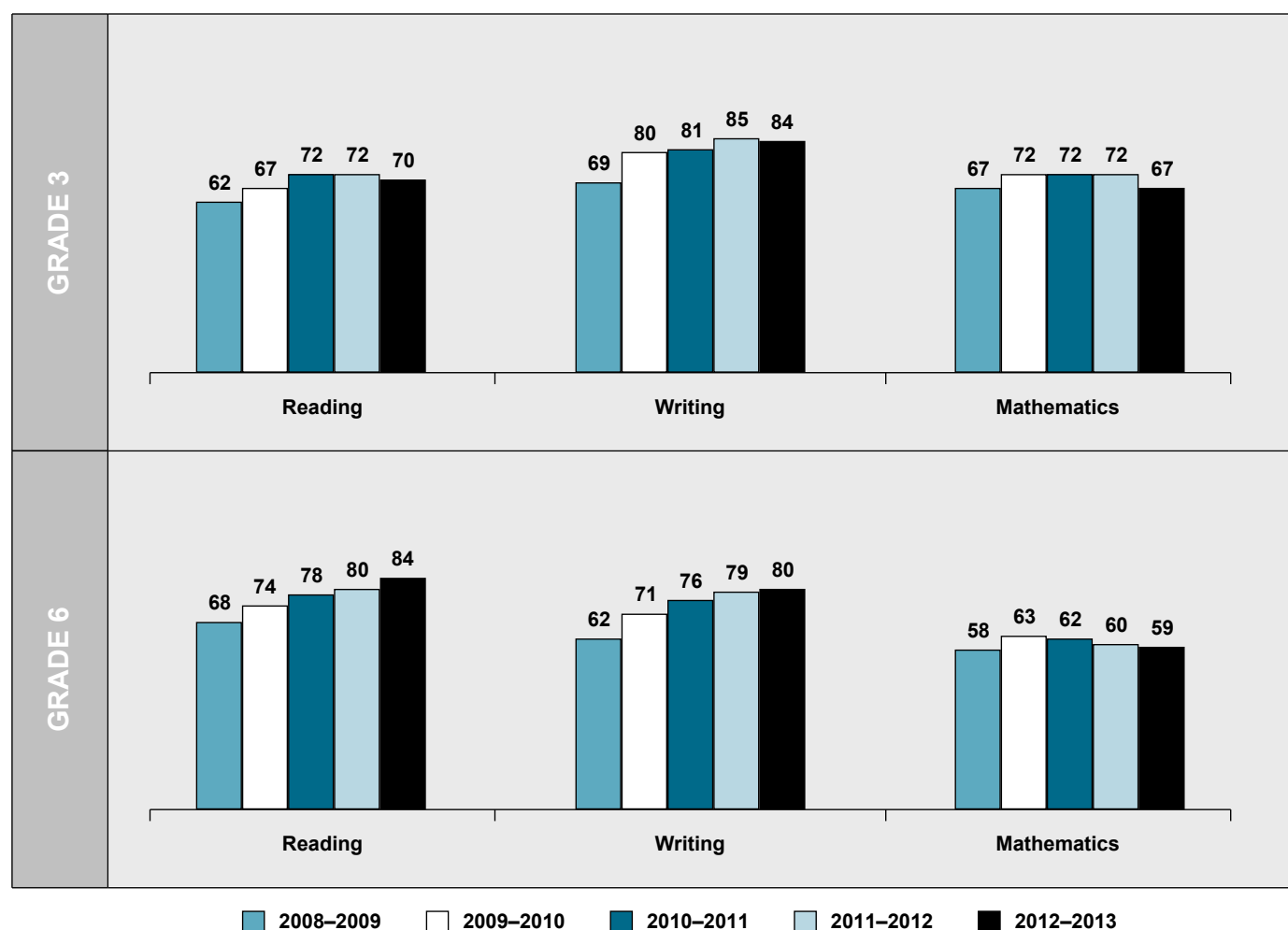
Board Name: Catholic DSB of Eastern Ontario (67172)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	35%	35%
First language learned at home other than English	3%	4%
Number of schools	30	29

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	937	953	860	879	803
Grade 3 mathematics	937	953	860	879	803
Grade 6	1 090	1 070	1 037	948	982

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

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



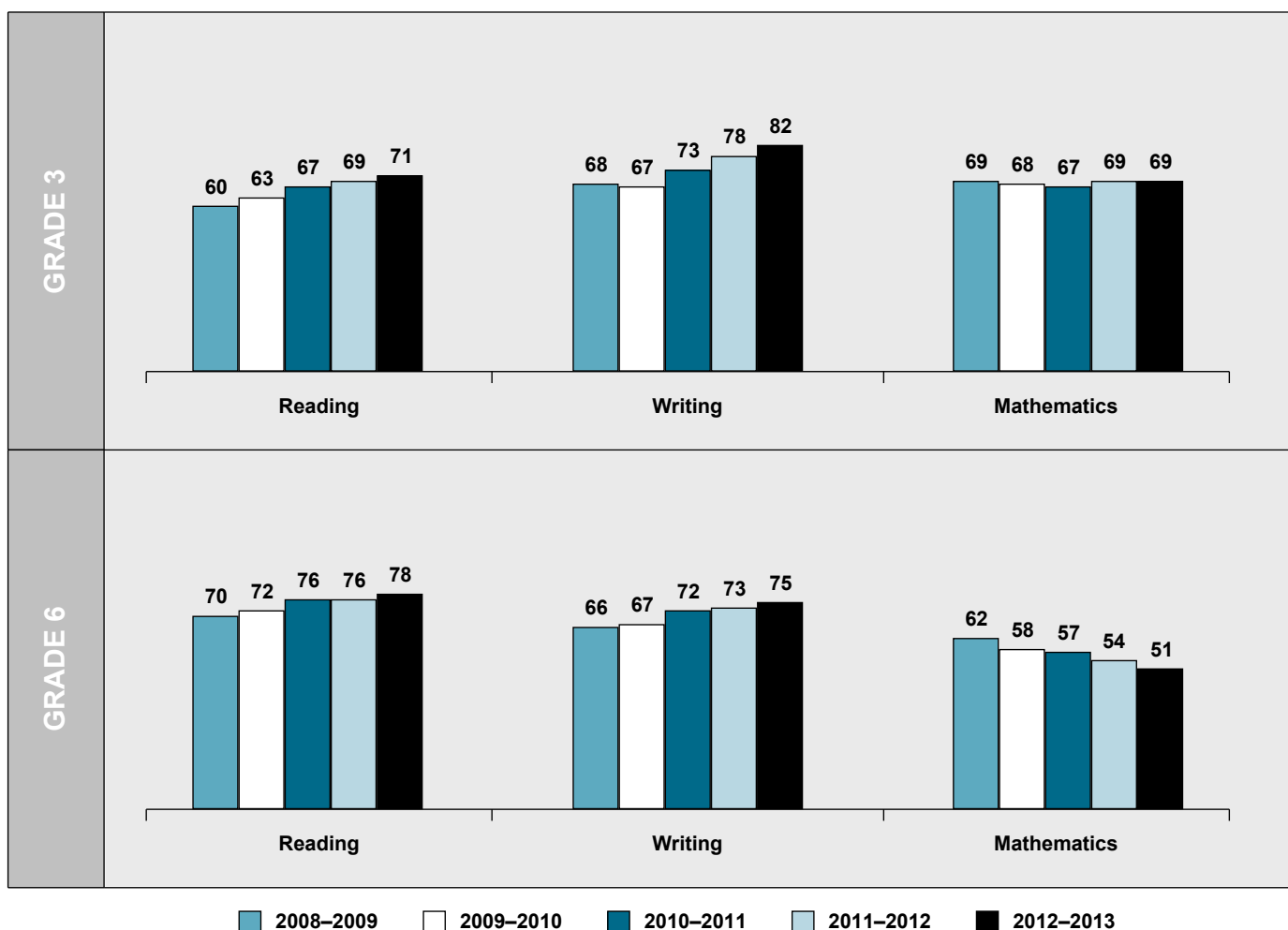
Board Name: DSB of Niagara (66150)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	3%
Students with special education needs (excluding gifted)	22%	26%
First language learned at home other than English	6%	5%
Number of schools	87	90

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	2 432	2 527	2 336	2 365	2 380
Grade 3 mathematics	2 432	2 526	2 336	2 365	2 380
Grade 6	2 755	2 758	2 604	2 485	2 638

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

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



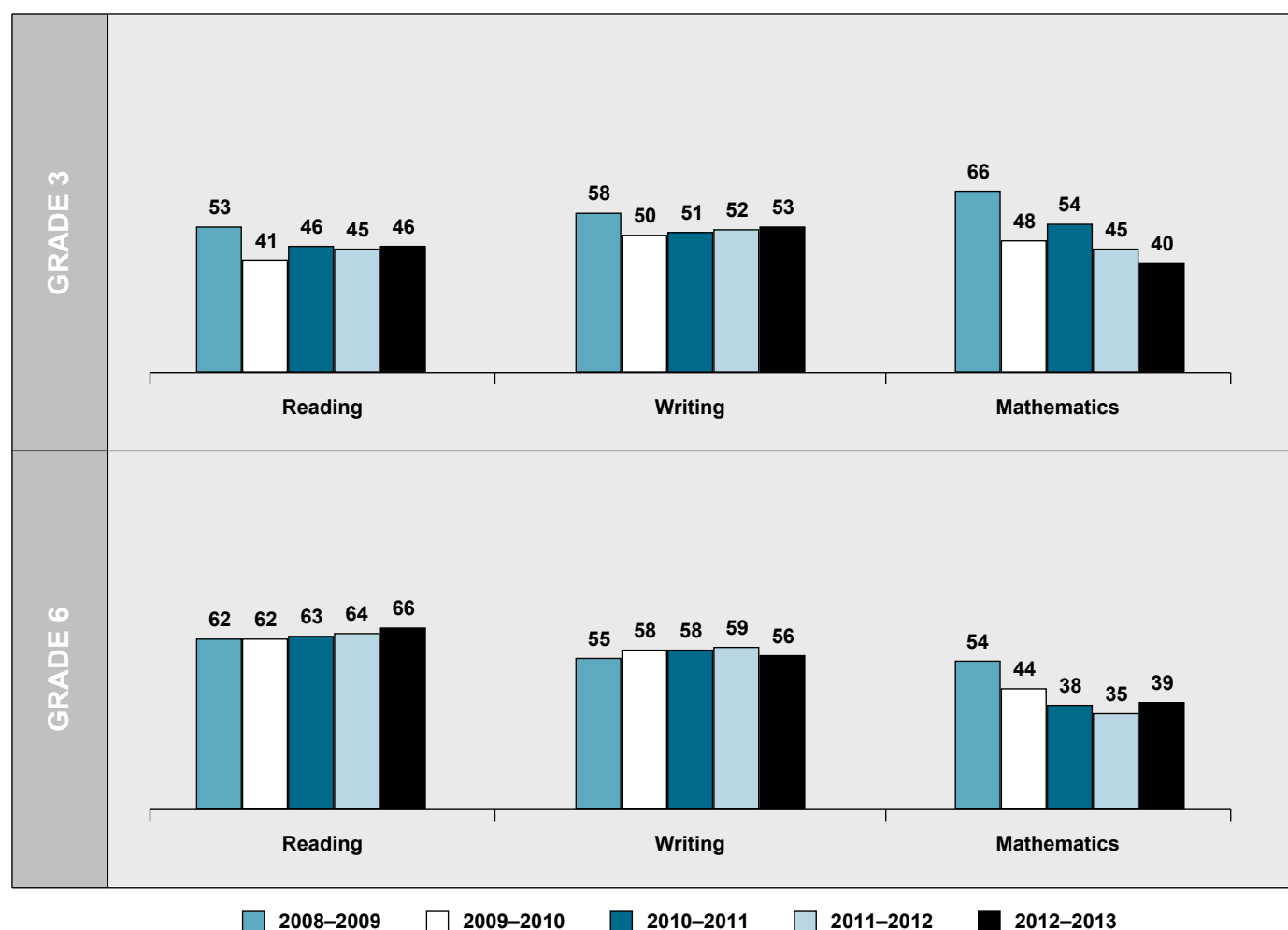
Board Name: DSB Ontario North East (28002)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	19%	28%
First language learned at home other than English	6%	2%
Number of schools	21	20

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	461	425	401	404	418
Grade 3 mathematics	461	425	401	404	418
Grade 6	518	470	471	469	405

*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**



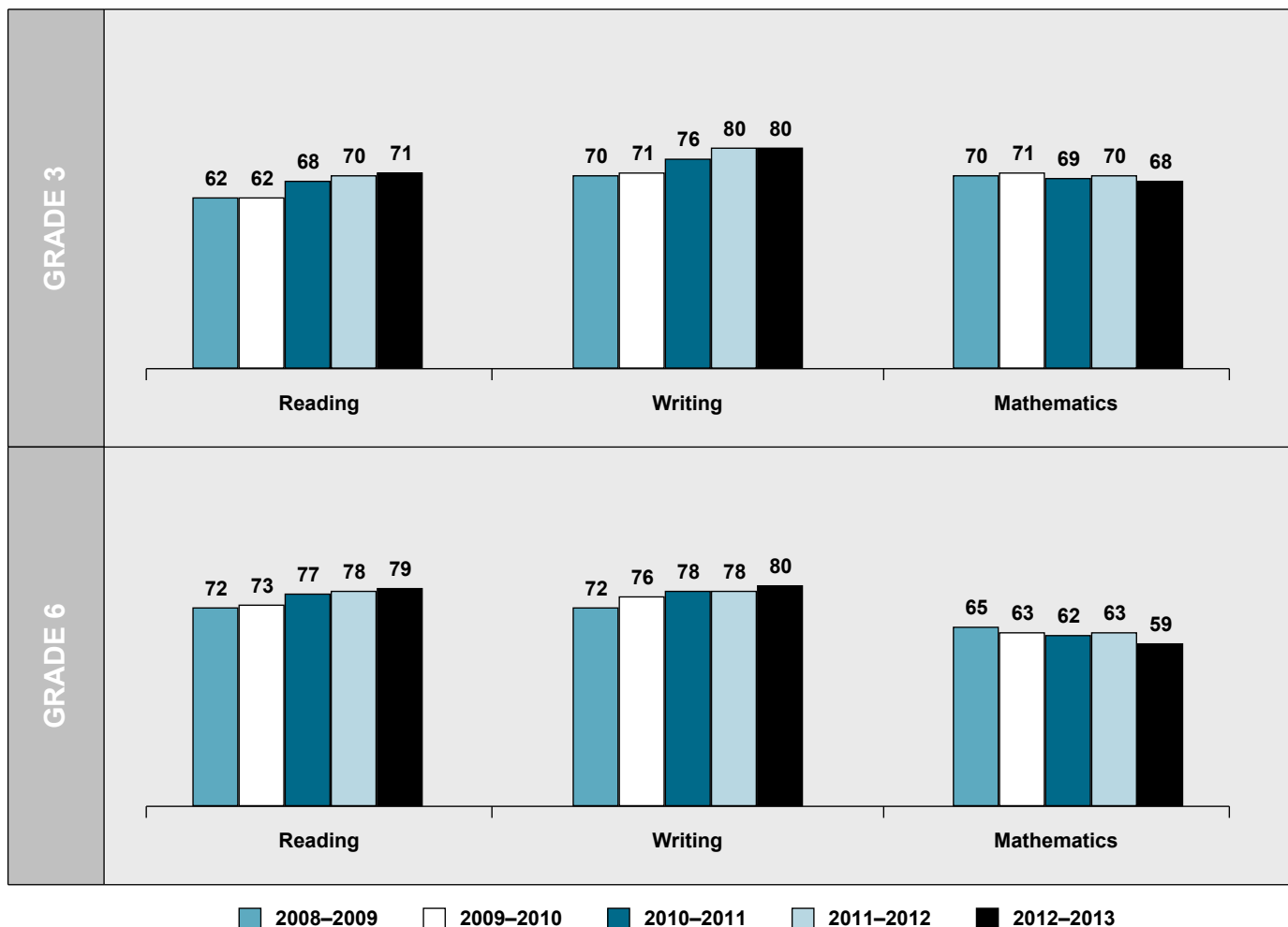
Board Name: Dufferin Peel Catholic DSB (67083)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	27%	13%
Students with special education needs (excluding gifted)	12%	16%
First language learned at home other than English	24%	24%
Number of schools	120	120

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	5 196	5 242	4 966	4 877	5 105
Grade 3 mathematics	5 196	5 242	4 965	4 877	5 105
Grade 6	5 968	5 923	5 672	5 481	5 544

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

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



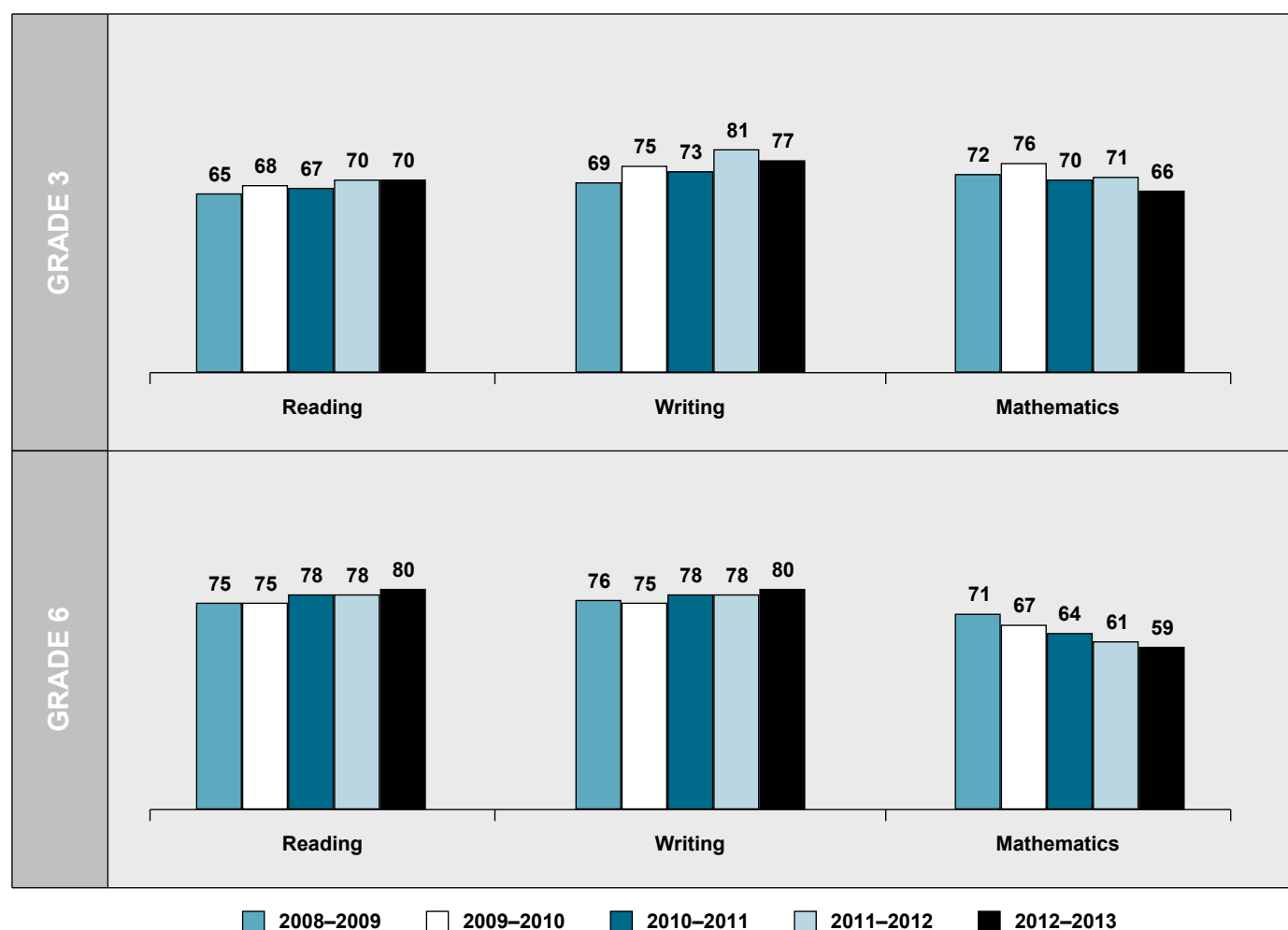
Board Name: Durham Catholic DSB (67105)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	15%	15%
First language learned at home other than English	6%	4%
Number of schools	40	40

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 483	1 516	1 439	1 474	1 245
Grade 3 mathematics	1 483	1 516	1 439	1 475	1 424
Grade 6	1 741	1 601	1 617	1 518	1 565

*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**



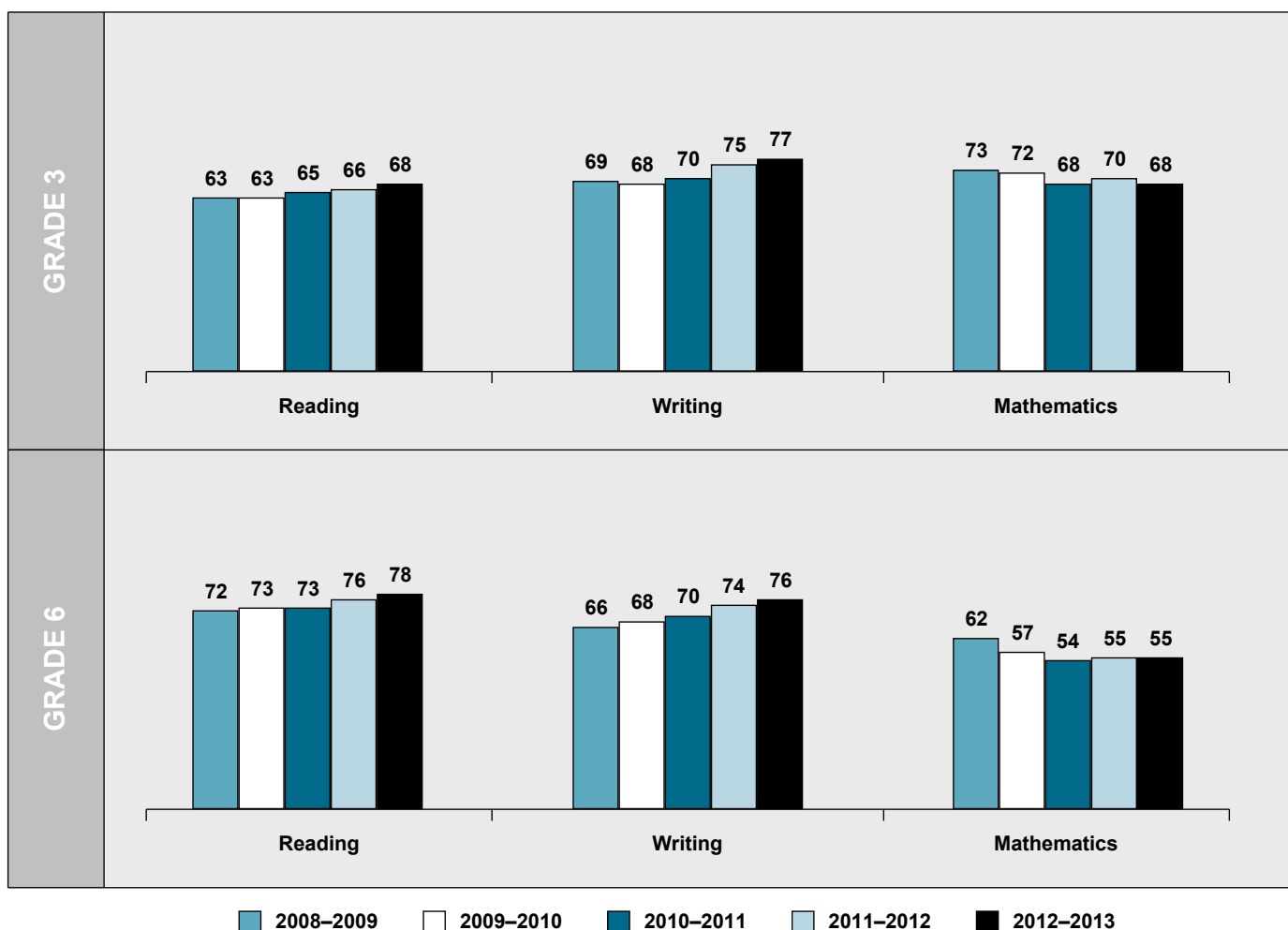
Board Name: Durham DSB (66060)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	5%	1%
Students with special education needs (excluding gifted)	15%	20%
First language learned at home other than English	9%	8%
Number of schools	105	105

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	3 926	4 098	3 863	3 959	3 932
Grade 3 mathematics	4 449	4 659	4 452	4 677	4 641
Grade 6	4 954	4 867	4 970	4 742	4 929

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

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



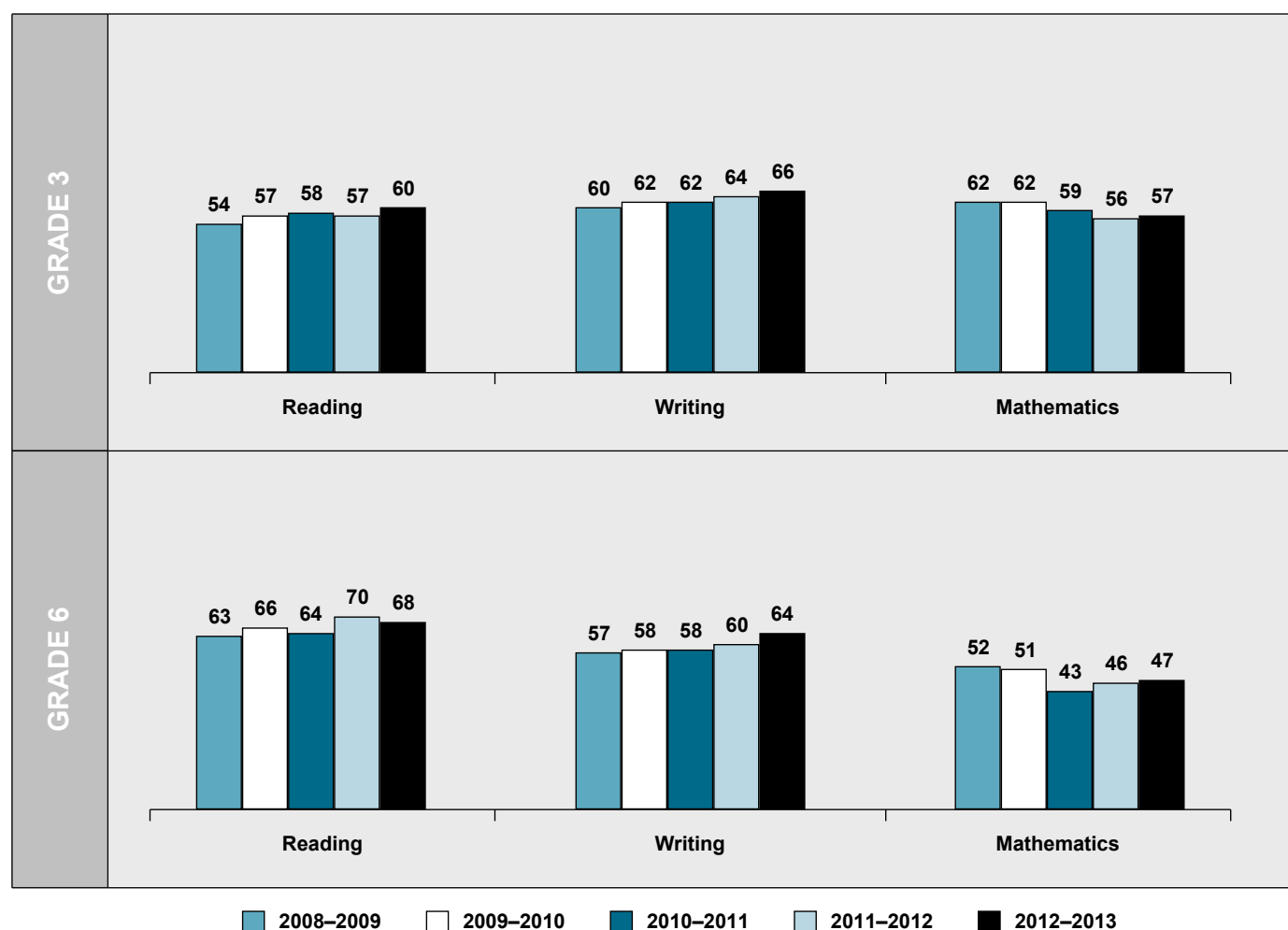
Board Name: Grand Erie DSB (66168)

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

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 803	1 814	1 704	1 755	1 681
Grade 3 mathematics	1 804	1 814	1 704	1 756	1 685
Grade 6	1 885	1 893	1 860	1 823	1 910

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

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



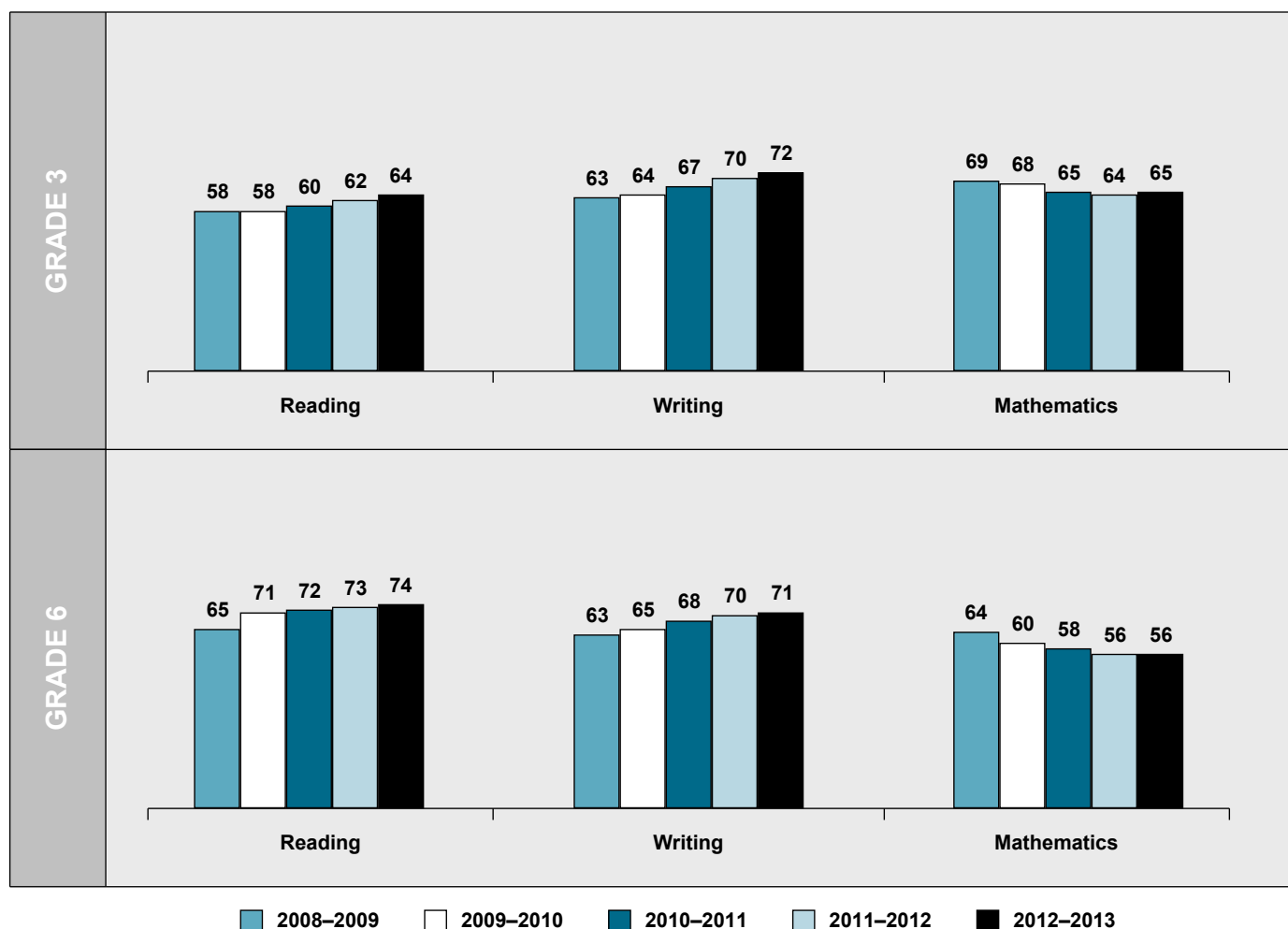
Board Name: Greater Essex County DSB (66028)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	3%
Students with special education needs (excluding gifted)	12%	15%
First language learned at home other than English	22%	22%
Number of schools	57	57

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	2 440	2 429	2 301	2 403	2 329
Grade 3 mathematics	2 440	2 429	2 301	2 403	2 331
Grade 6	2 614	2 550	2 473	2 494	2 476

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

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



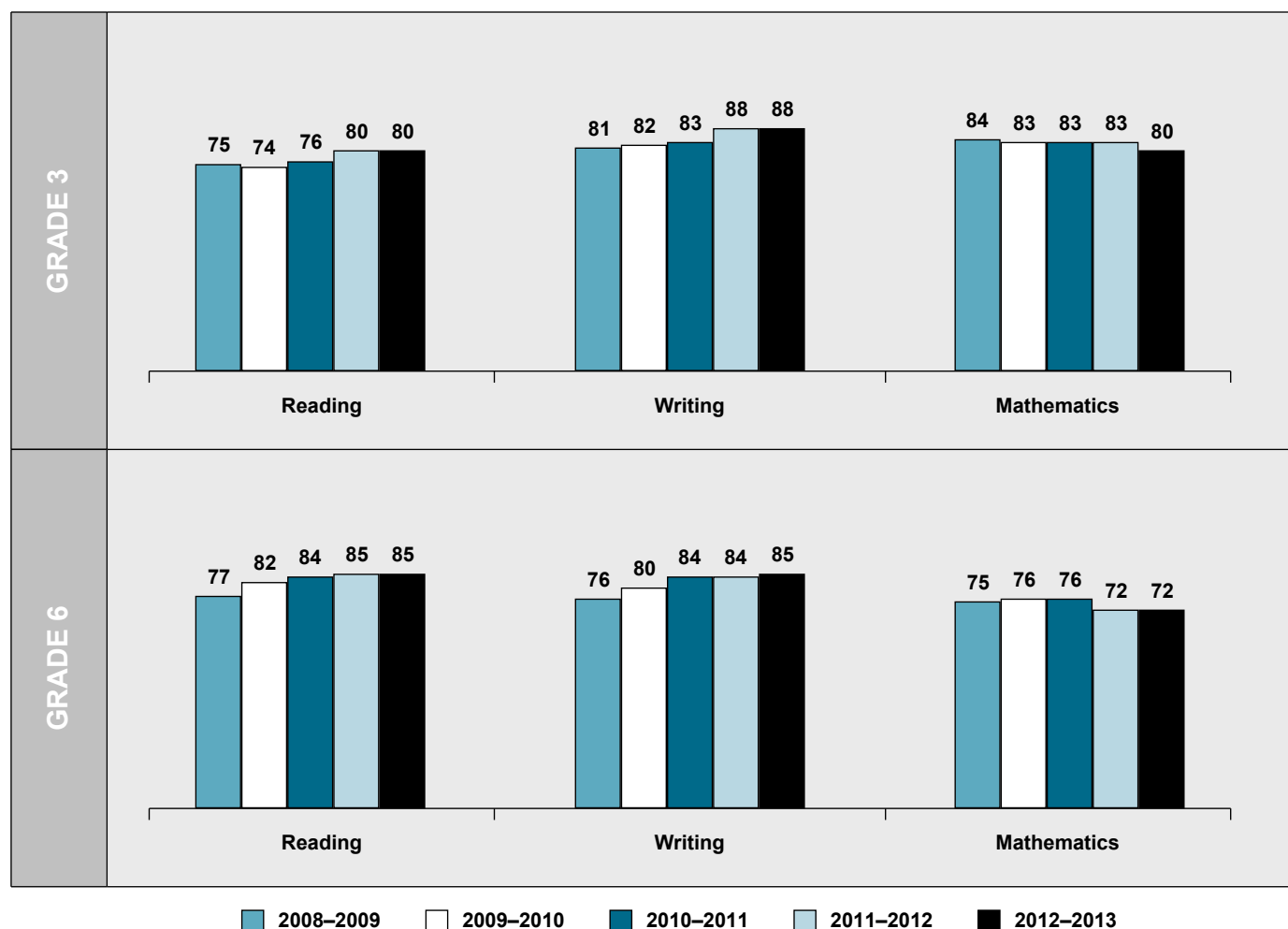
Board Name: Halton Catholic DSB (67113)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	3%
Students with special education needs (excluding gifted)	11%	14%
First language learned at home other than English	7%	9%
Number of schools	42	42

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 794	2 027	1 959	2 060	2 082
Grade 3 mathematics	1 794	2 027	1 959	2 060	2 082
Grade 6	2 100	2 157	2 089	1 983	2 193

*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**



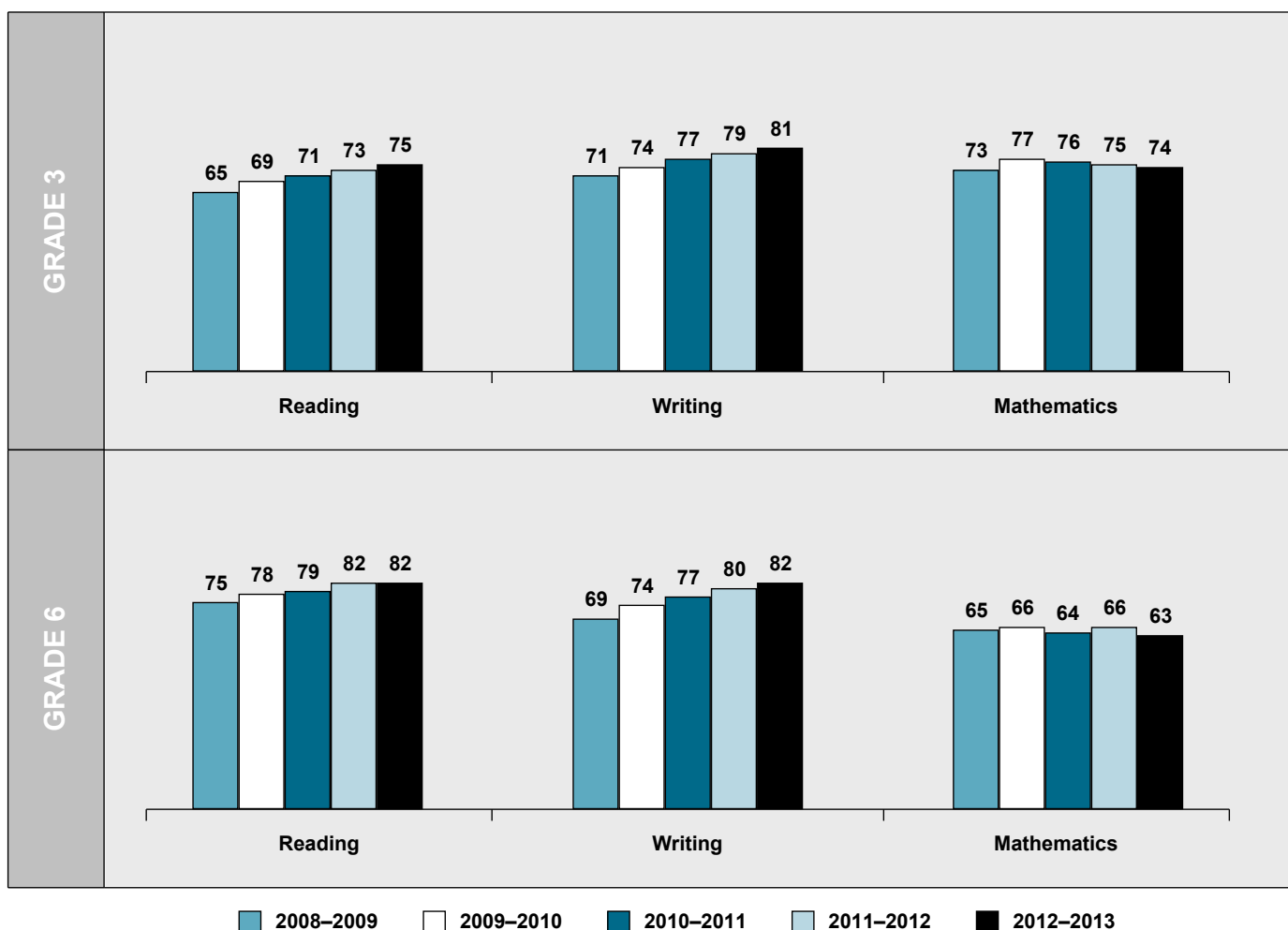
Board Name: Halton DSB (66133)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	16%	11%
Students with special education needs (excluding gifted)	12%	17%
First language learned at home other than English	17%	18%
Number of schools	78	66

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	3 582	3 800	3 931	4 218	4 446
Grade 3 mathematics	3 582	3 800	3 931	4 217	4 446
Grade 6	3 642	3 634	3 774	3 841	4 060

*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**



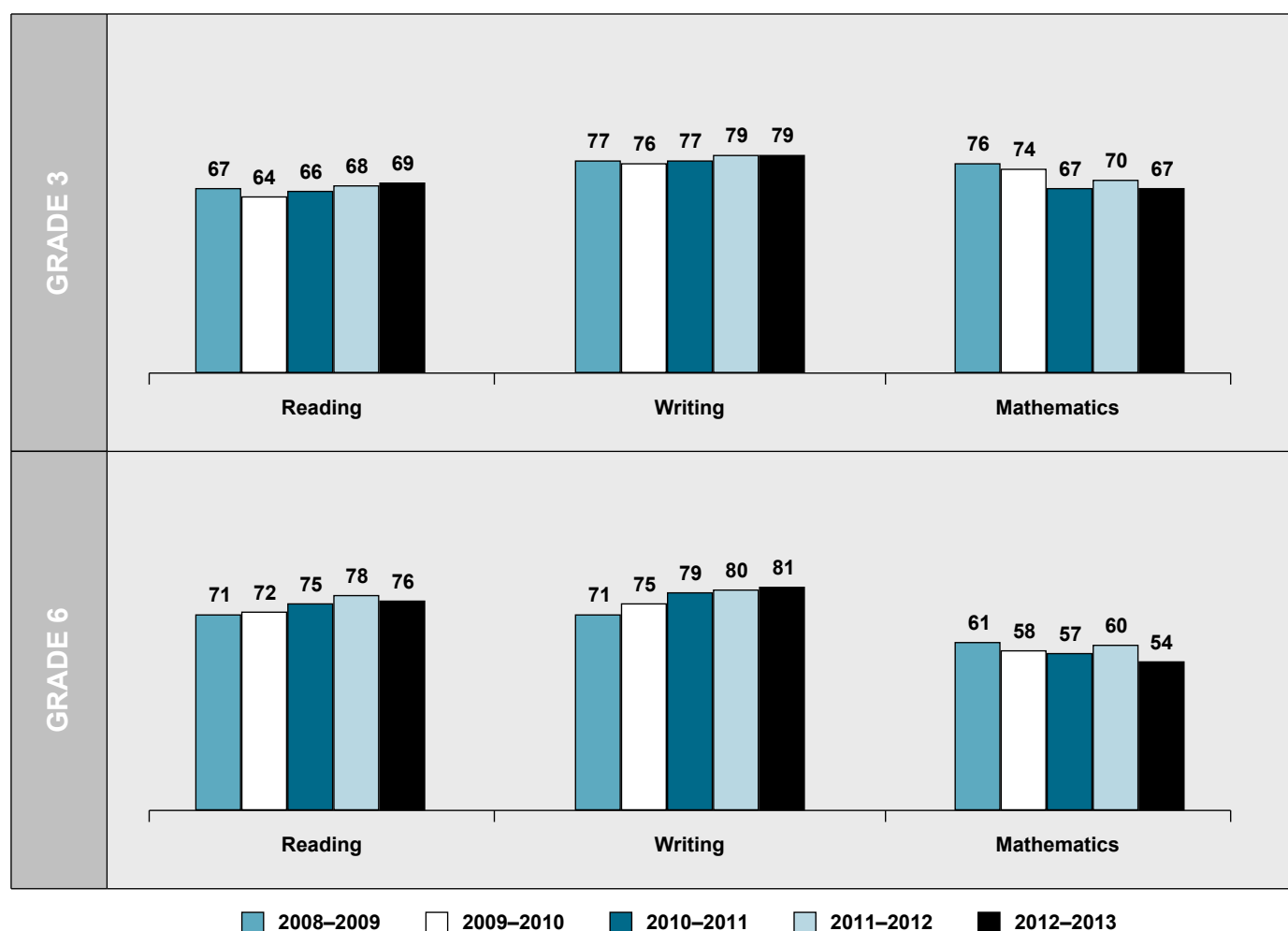
Board Name: Hamilton-Wentworth Catholic DSB (67121)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	4%
Students with special education needs (excluding gifted)	12%	16%
First language learned at home other than English	13%	17%
Number of schools	50	50

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 875	1 948	1 837	1 844	1 845
Grade 3 mathematics	1 875	1 948	1 839	1 844	1 847
Grade 6	2 054	1 987	1 990	1 884	2 015

*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**



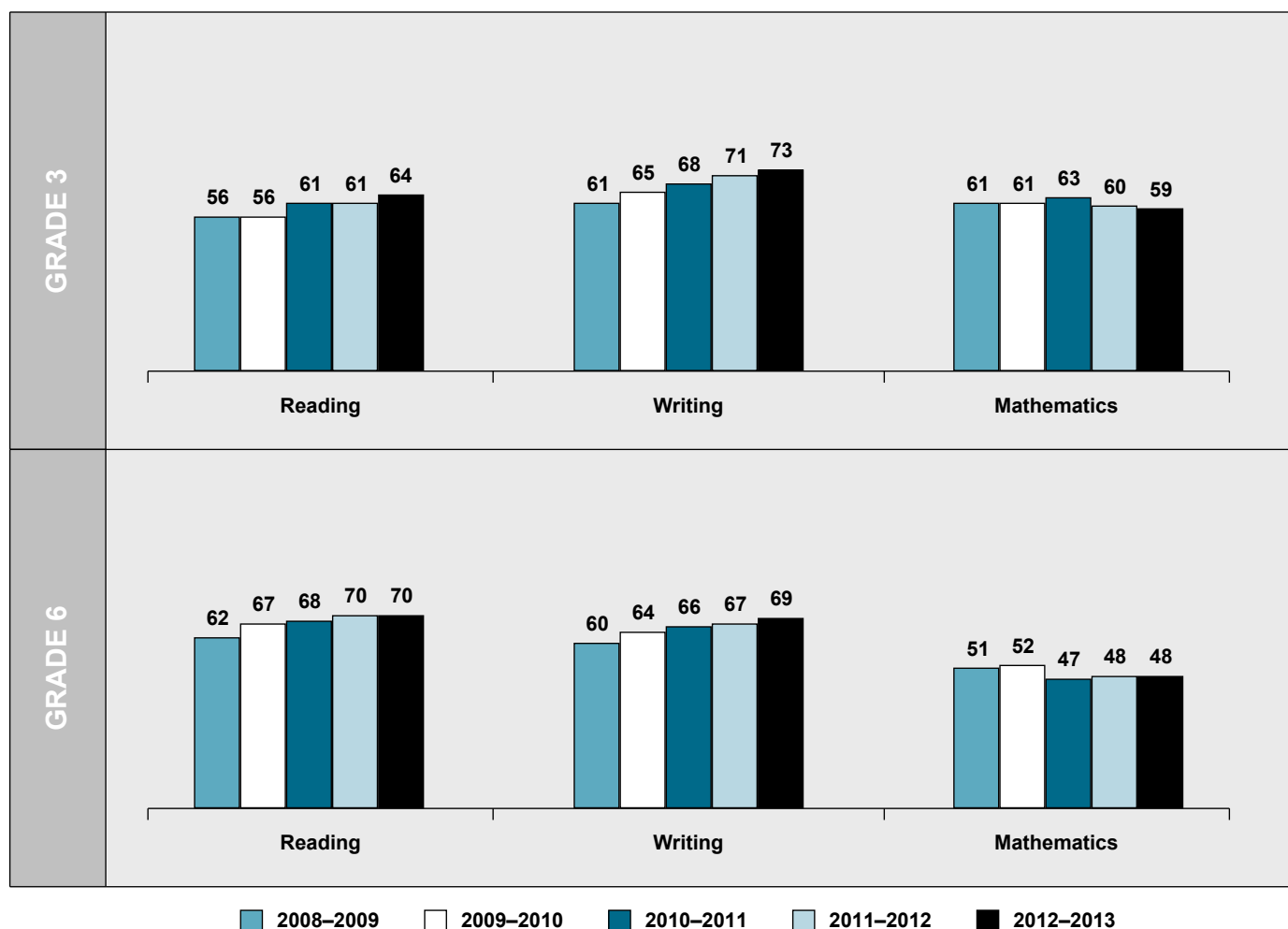
Board Name: Hamilton-Wentworth DSB (66141)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	21%	17%
Students with special education needs (excluding gifted)	20%	25%
First language learned at home other than English	25%	23%
Number of schools	87	72

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	3 367	3 472	3 281	3 475	3 372
Grade 3 mathematics	3 369	3 474	3 281	3 475	3 373
Grade 6	3 690	3 745	3 559	3 467	3 533

*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**



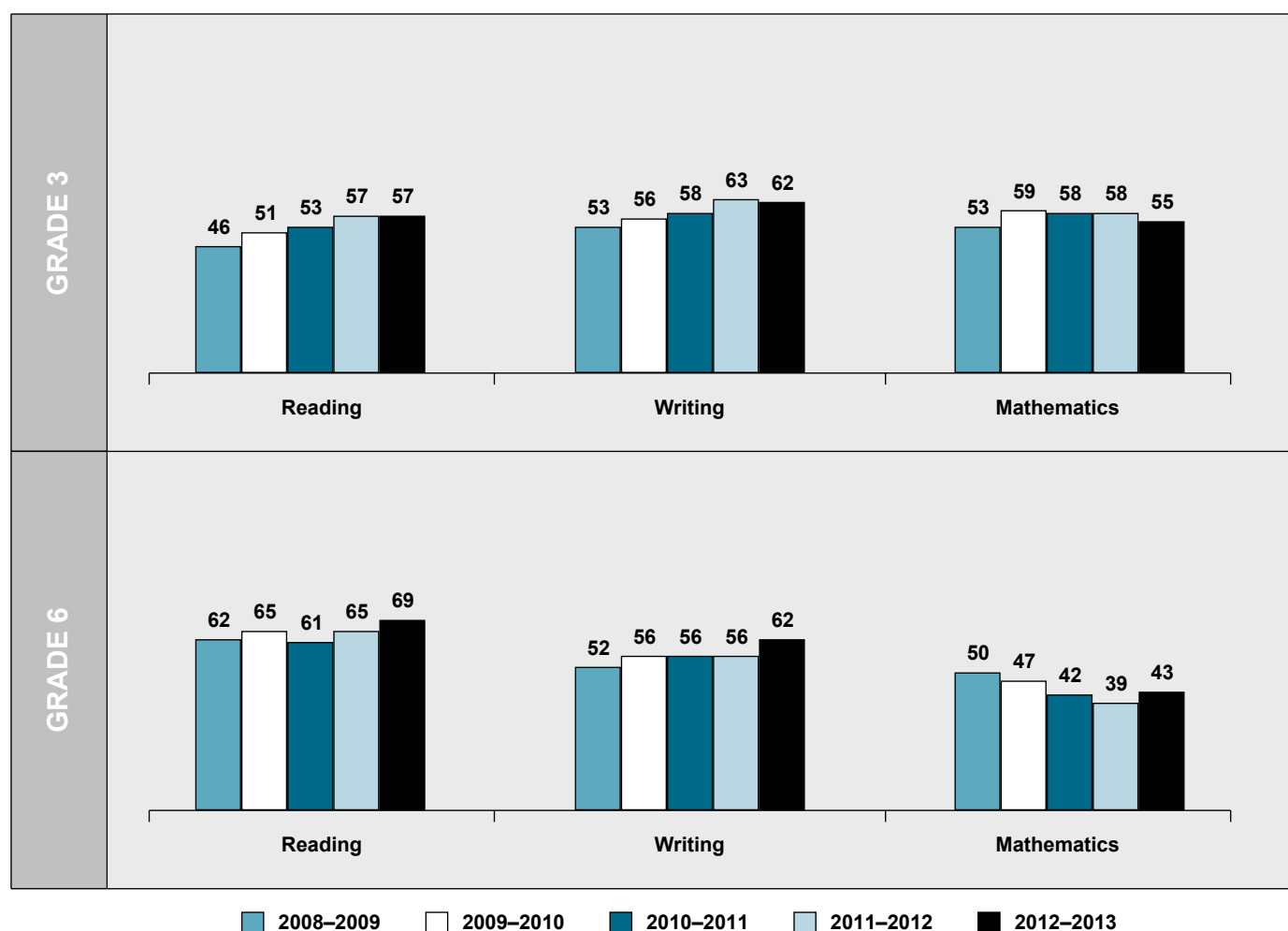
Board Name: Hastings and Prince Edward DSB (66222)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	21%	28%
First language learned at home other than English	2%	1%
Number of schools	37	37

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 054	1 055	1 017	1 004	1 011
Grade 3 mathematics	1 054	1 055	1 017	1 004	1 011
Grade 6	1 169	1 189	1 093	1 049	1 070

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

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



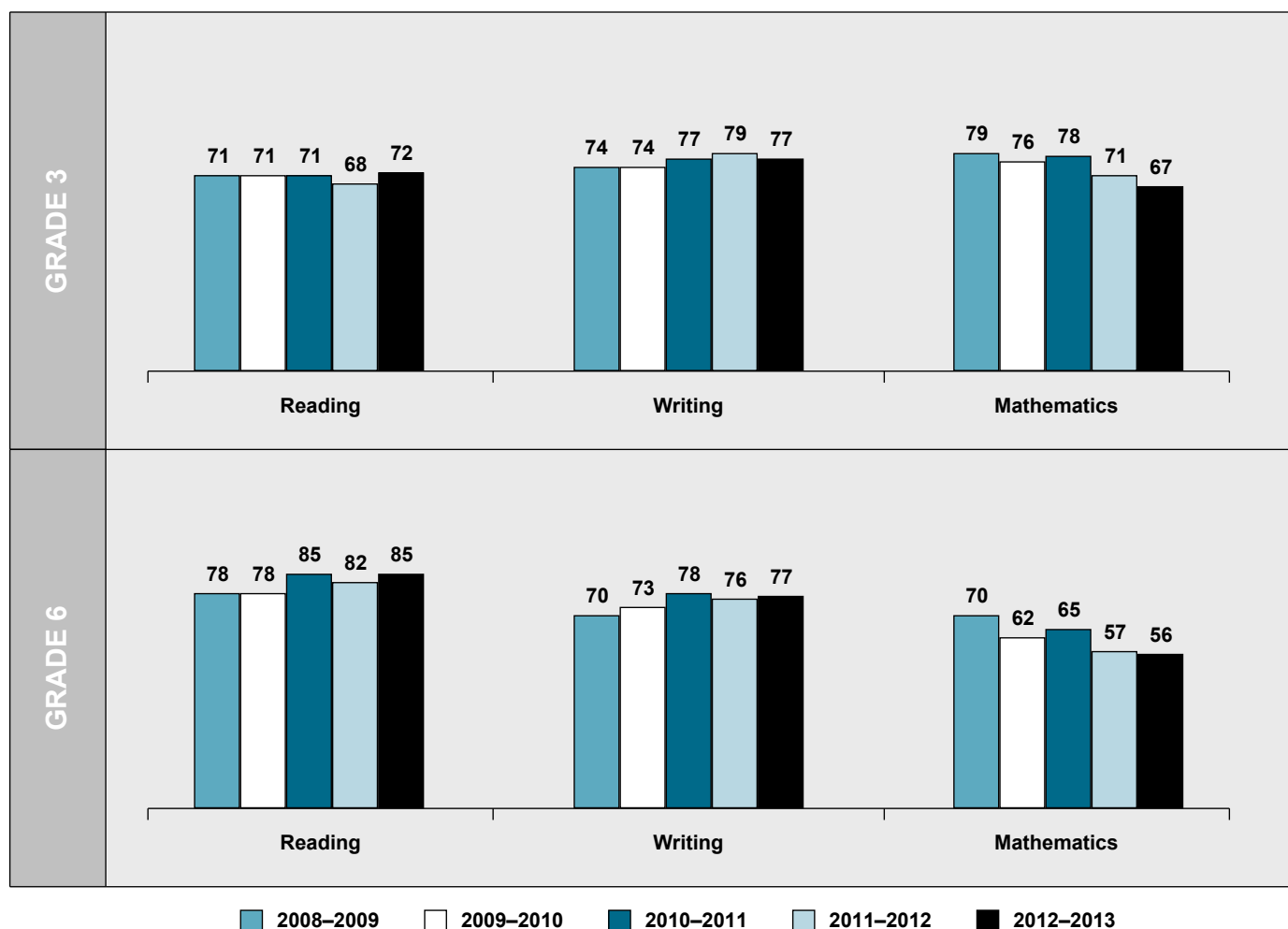
Board Name: Huron-Perth Catholic DSB (67016)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	18%	20%
First language learned at home other than English	2%	1%
Number of schools	15	15

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	300	326	303	301	321
Grade 3 mathematics	300	326	303	301	321
Grade 6	337	365	336	307	318

*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**



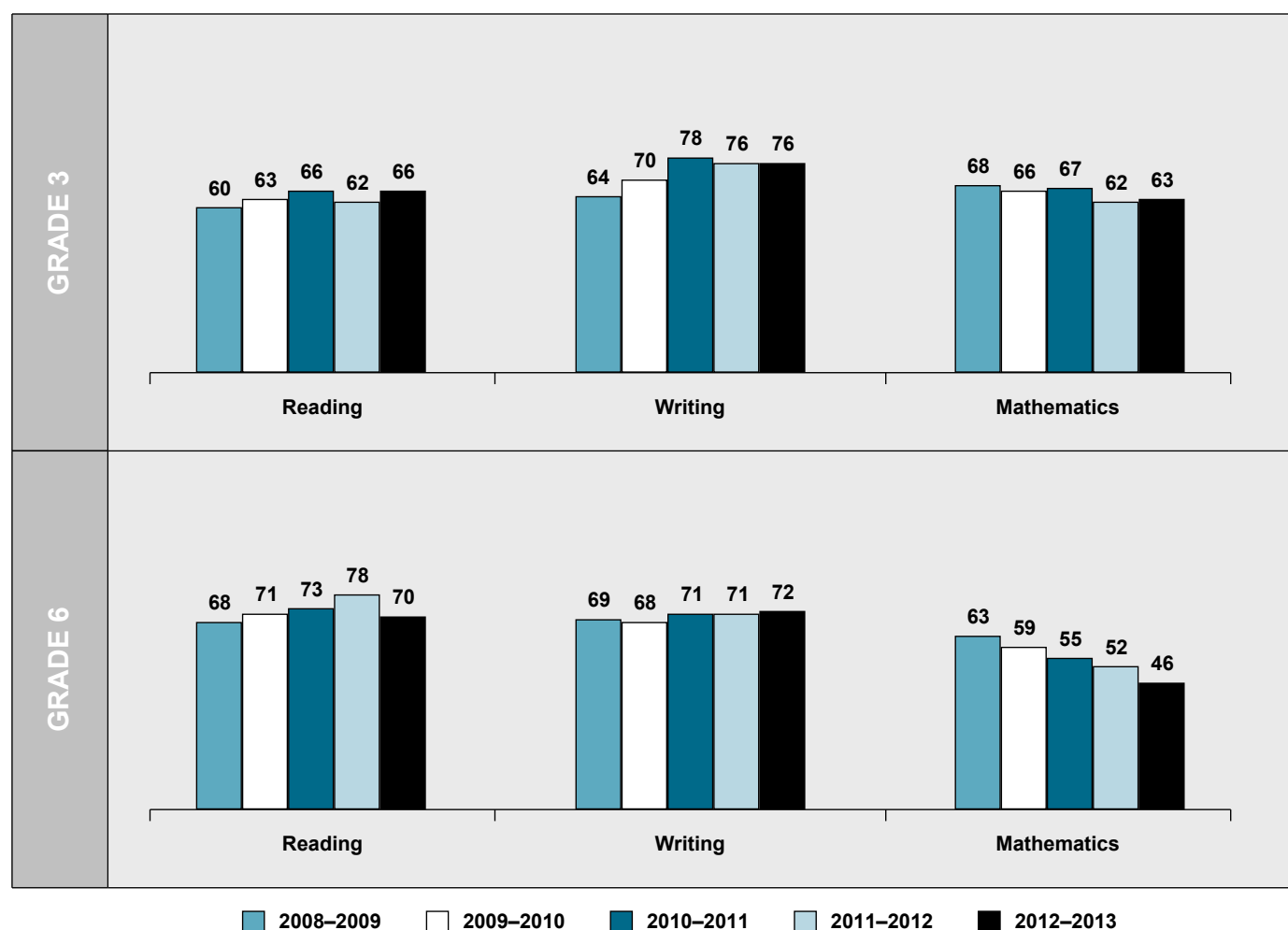
Board Name: Huron-Superior Catholic DSB (29025)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	<1%
Students with special education needs (excluding gifted)	25%	28%
First language learned at home other than English	2%	1%
Number of schools	20	20

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	403	394	357	384	363
Grade 3 mathematics	403	394	357	384	363
Grade 6	471	465	438	418	401

*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**



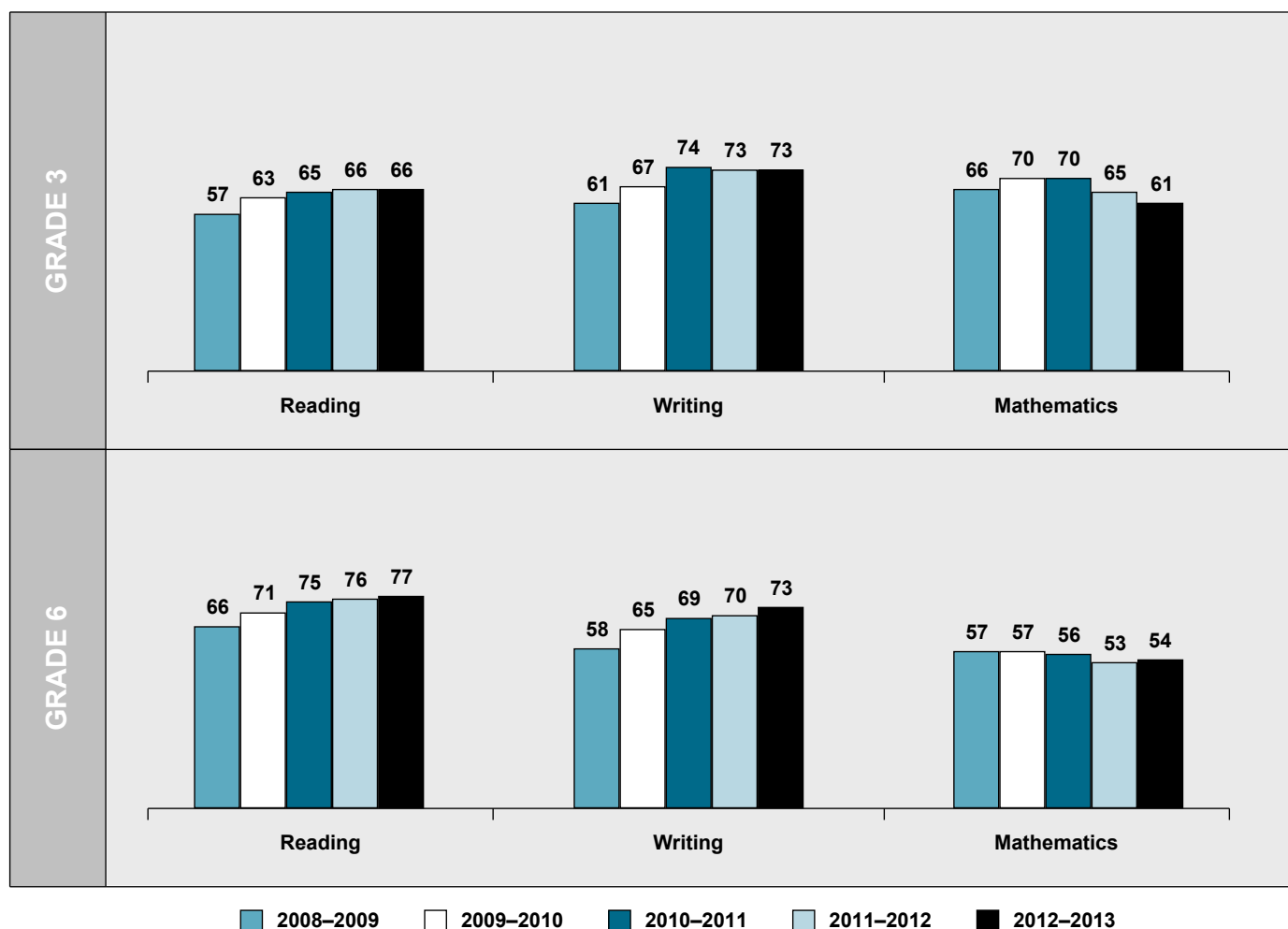
Board Name: Kawartha Pine Ridge DSB (66079)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	24%	27%
First language learned at home other than English	2%	2%
Number of schools	68	68

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	2 180	2 251	2 201	2 060	2 209
Grade 3 mathematics	2 180	2 202	2 201	2 060	2 211
Grade 6	2 507	2 497	2 327	2 246	2 293

*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**



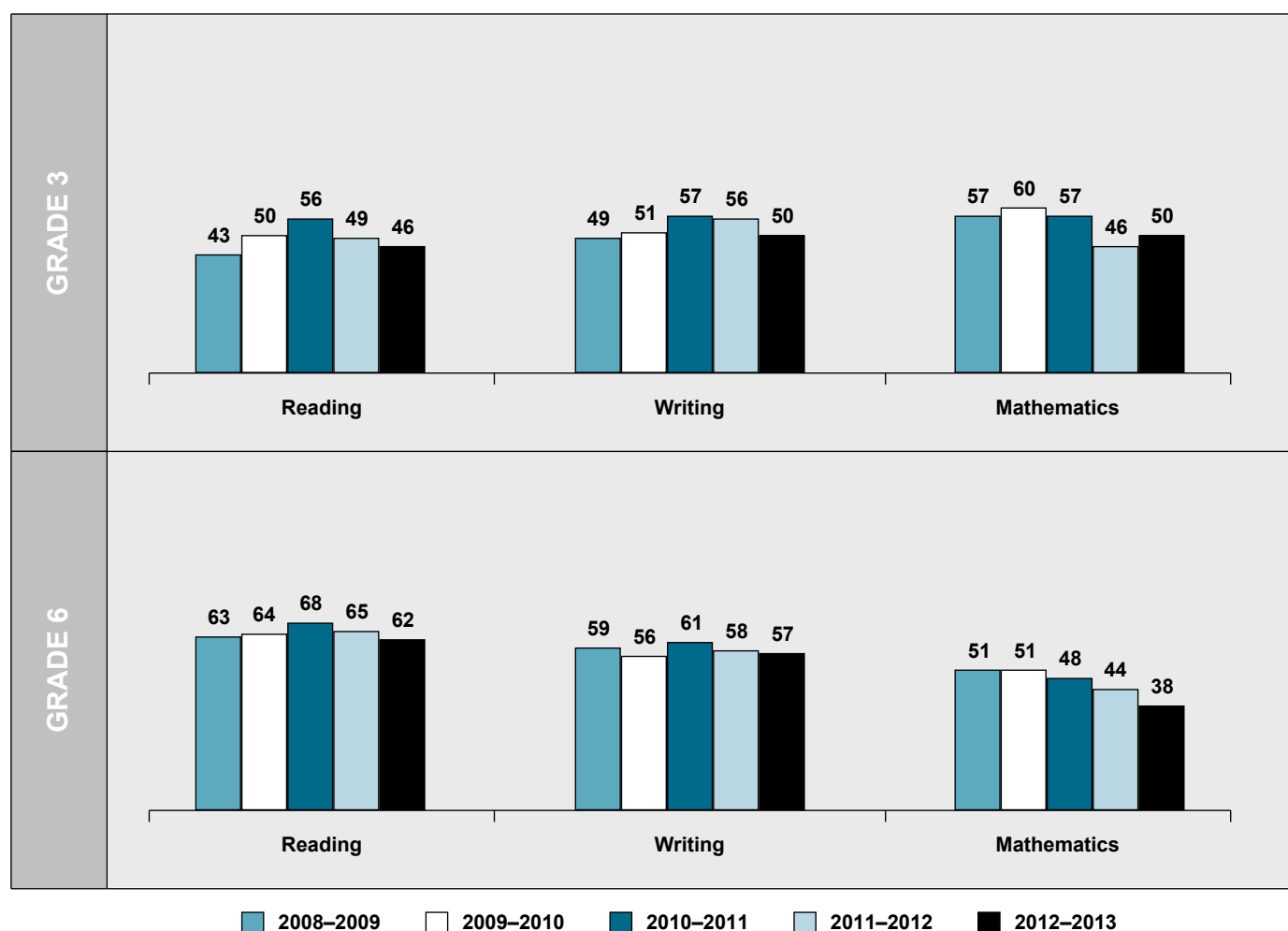
Board Name: Keewatin-Patricia DSB (28045)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	24%	27%
First language learned at home other than English	2%	<1%
Number of schools	16	17

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	313	288	292	282	274
Grade 3 mathematics	313	288	292	282	274
Grade 6	357	348	317	313	286

*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**



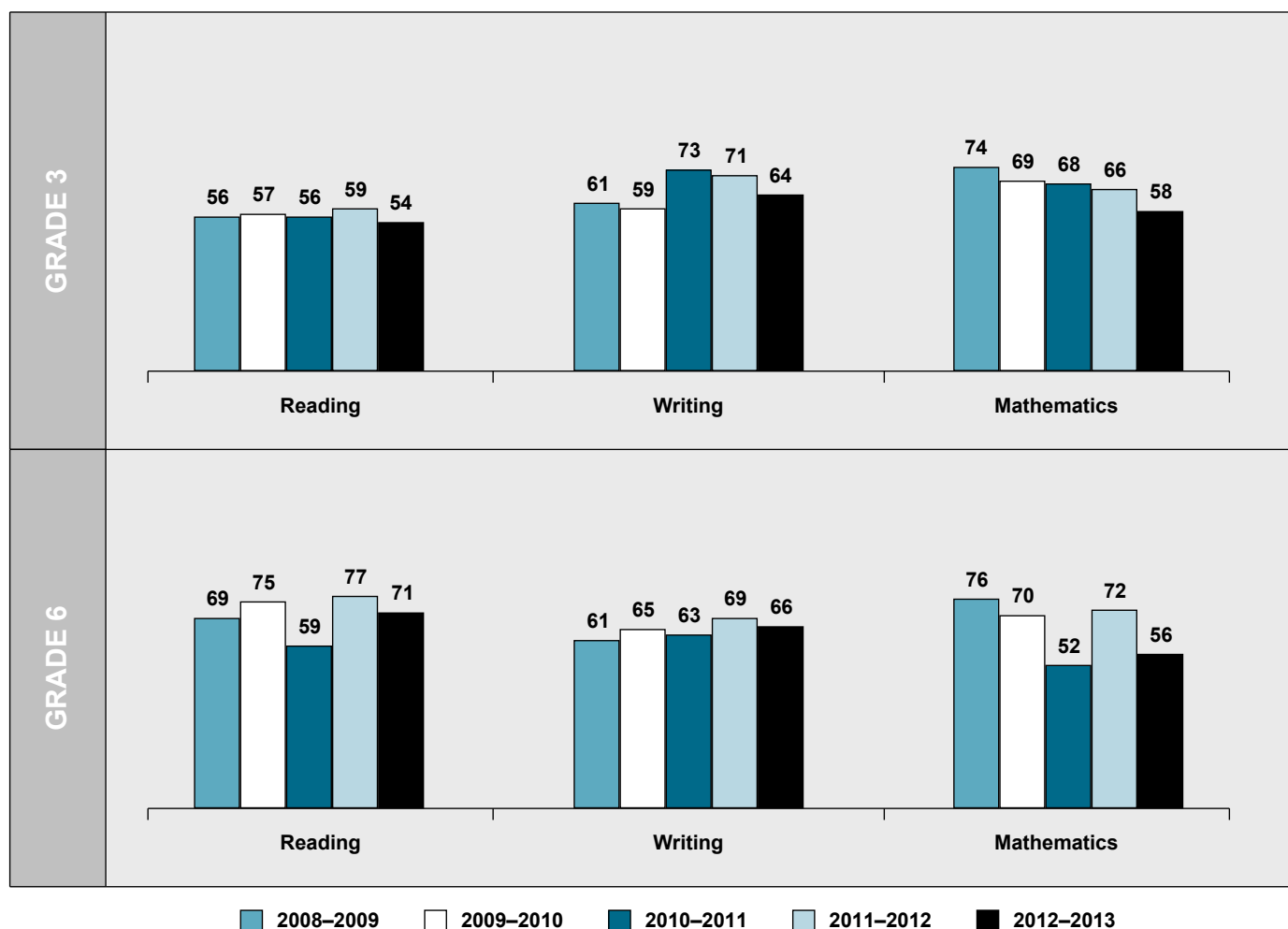
Board Name: Kenora Catholic DSB (29050)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	24%	23%
First language learned at home other than English	2%	2%
Number of schools	4	4

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	87	125	97	100	125
Grade 3 mathematics	87	125	97	100	125
Grade 6	100	103	115	93	133

*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**



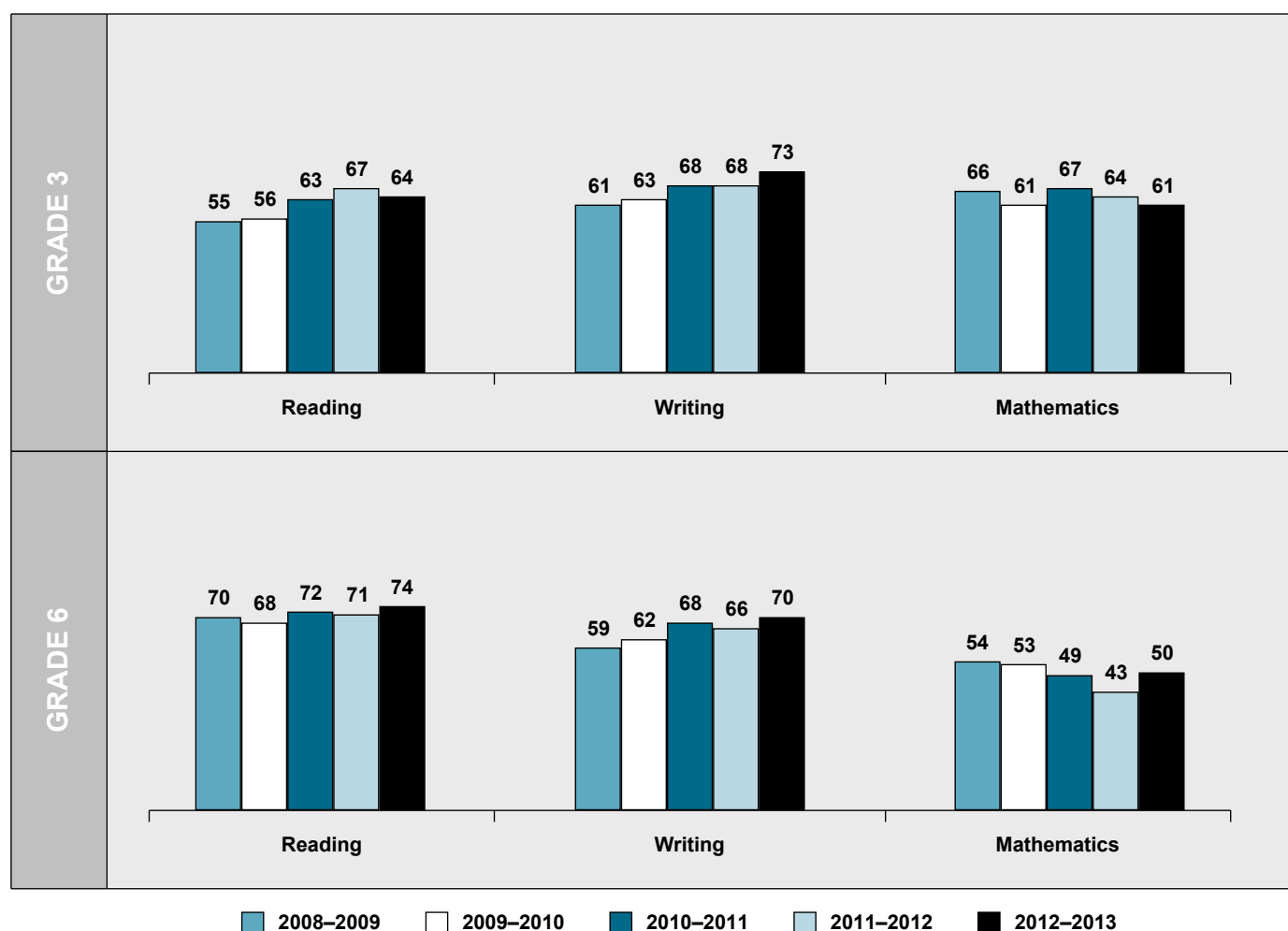
Board Name: Lakehead DSB (28061)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	35%	33%
First language learned at home other than English	2%	2%
Number of schools	23	24

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	594	626	590	619	587
Grade 3 mathematics	594	626	590	619	587
Grade 6	639	716	731	616	623

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

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



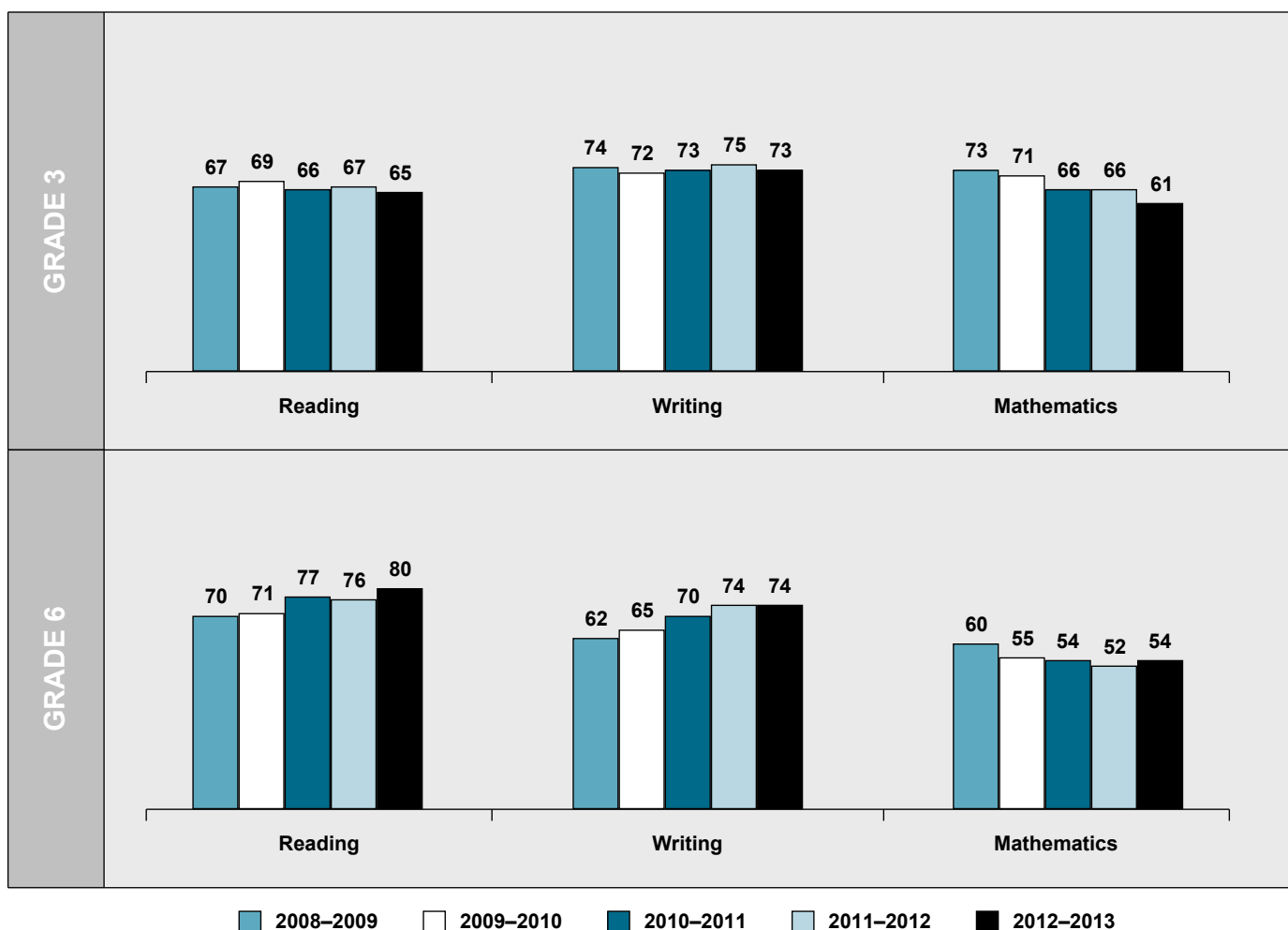
Board Name: Lambton Kent District School Board (66036)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	24%	29%
First language learned at home other than English	2%	5%
Number of schools	53	52

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 484	1 576	1 441	1 445	1 552
Grade 3 mathematics	1 484	1 576	1 441	1 445	1 552
Grade 6	1 714	1 658	1 544	1 500	1 582

*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**



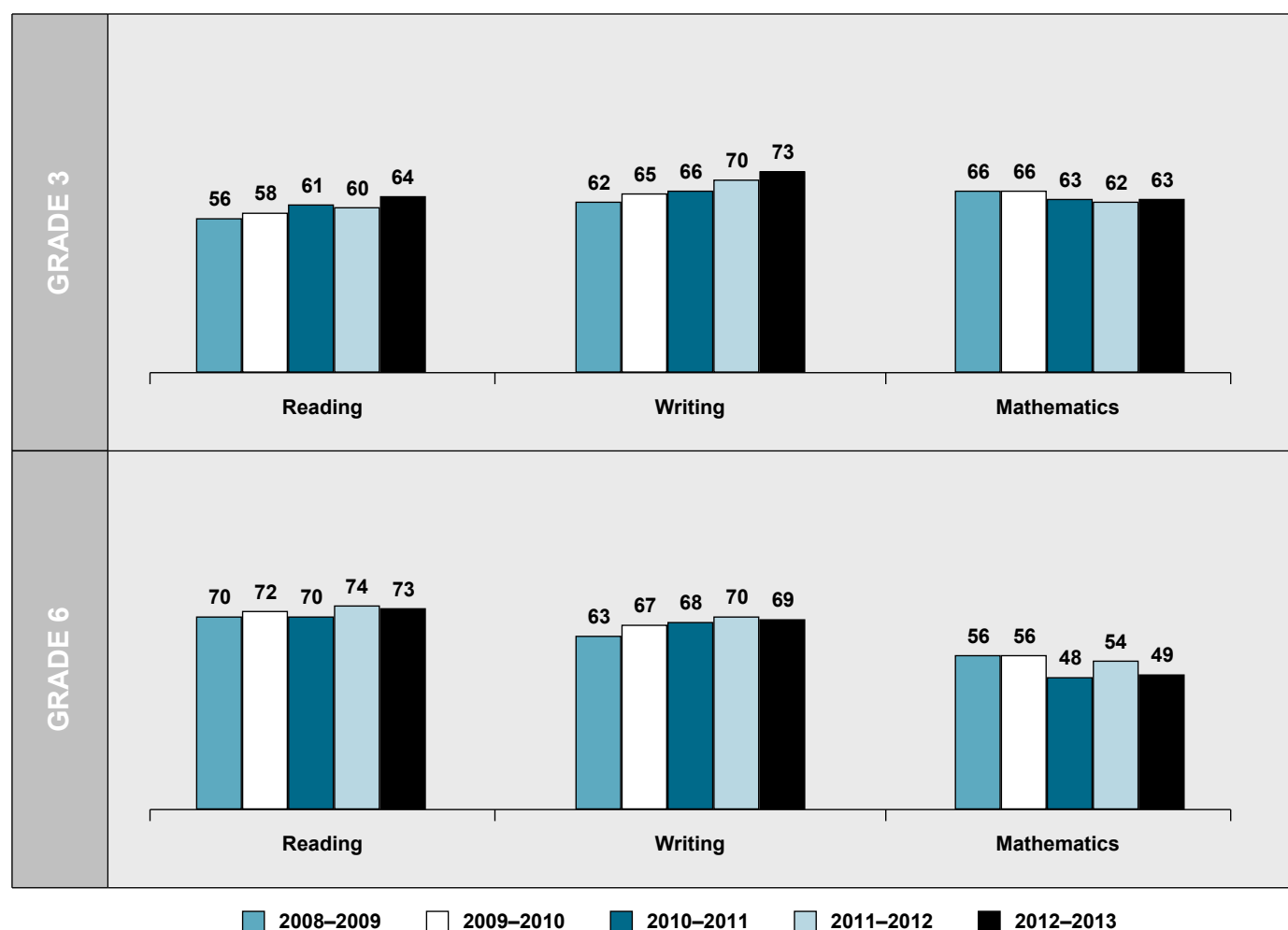
Board Name: Limestone DSB (66206)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	<1%
Students with special education needs (excluding gifted)	25%	30%
First language learned at home other than English	3%	3%
Number of schools	48	47

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 306	1 321	1 317	1 274	1 269
Grade 3 mathematics	1 306	1 321	1 317	1 274	1 269
Grade 6	1 392	1 387	1 355	1 340	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**



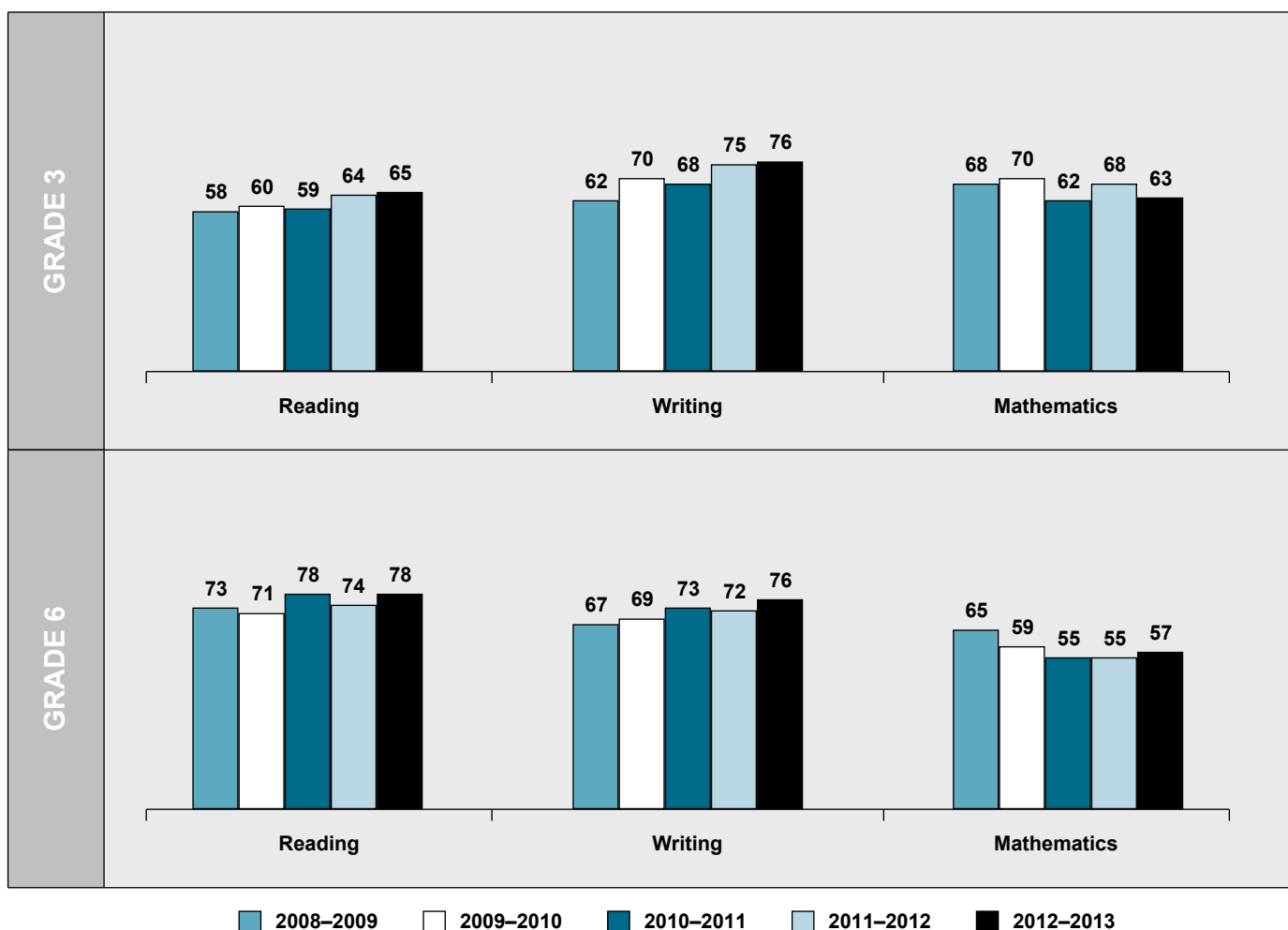
Board Name: London District Catholic School Board (67032)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	9%	13%
First language learned at home other than English	5%	8%
Number of schools	43	44

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 197	1 216	1 123	1 166	1 180
Grade 3 mathematics	1 291	1 321	1 236	1 264	1 178
Grade 6	1 461	1 440	1 382	1 317	1 319

*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**



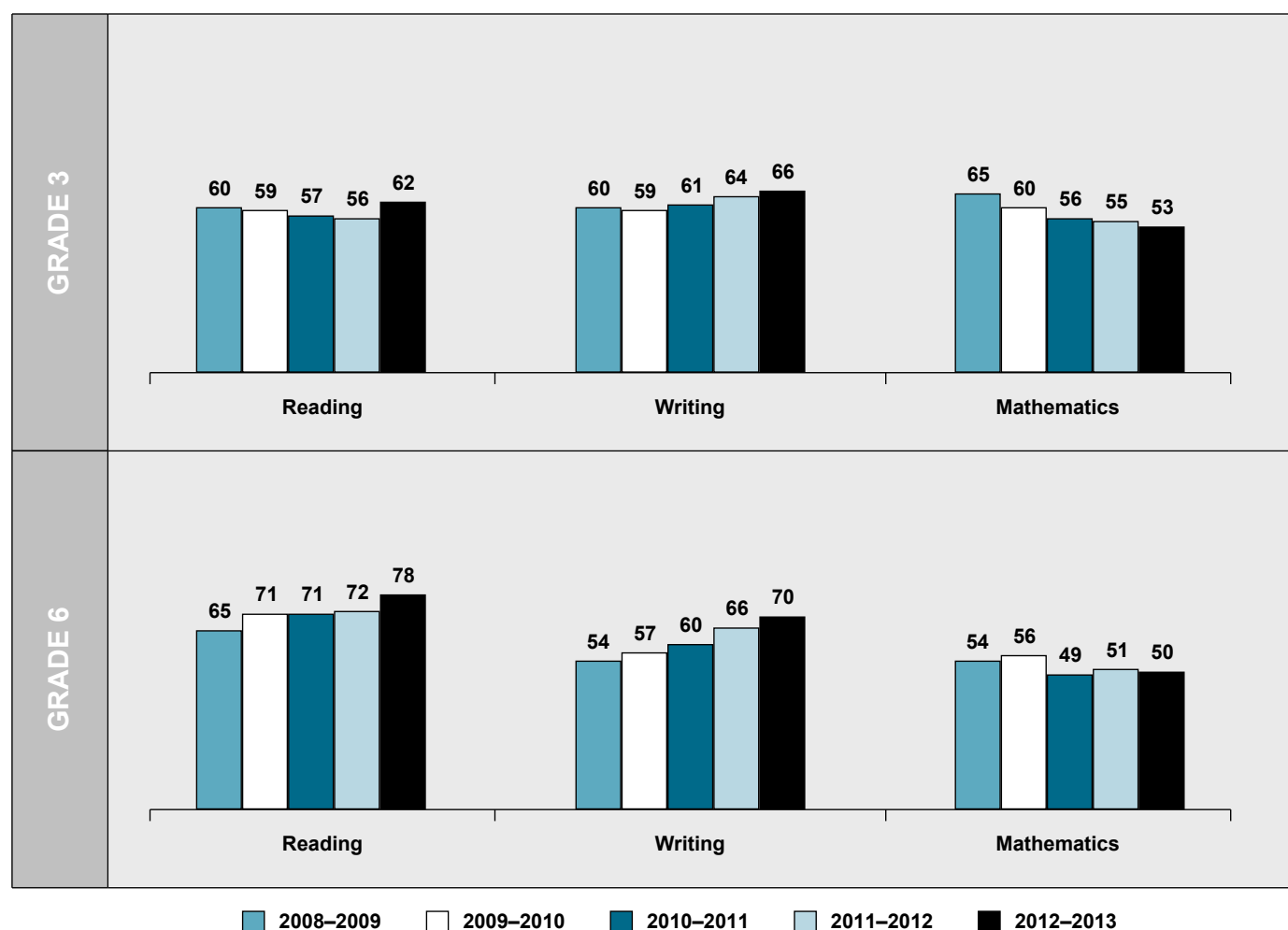
Board Name: Near North DSB (28037)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	31%	37%
First language learned at home other than English	1%	2%
Number of schools	31	33

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	657	671	659	608	665
Grade 3 mathematics	657	671	659	608	665
Grade 6	755	777	717	690	692

*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**



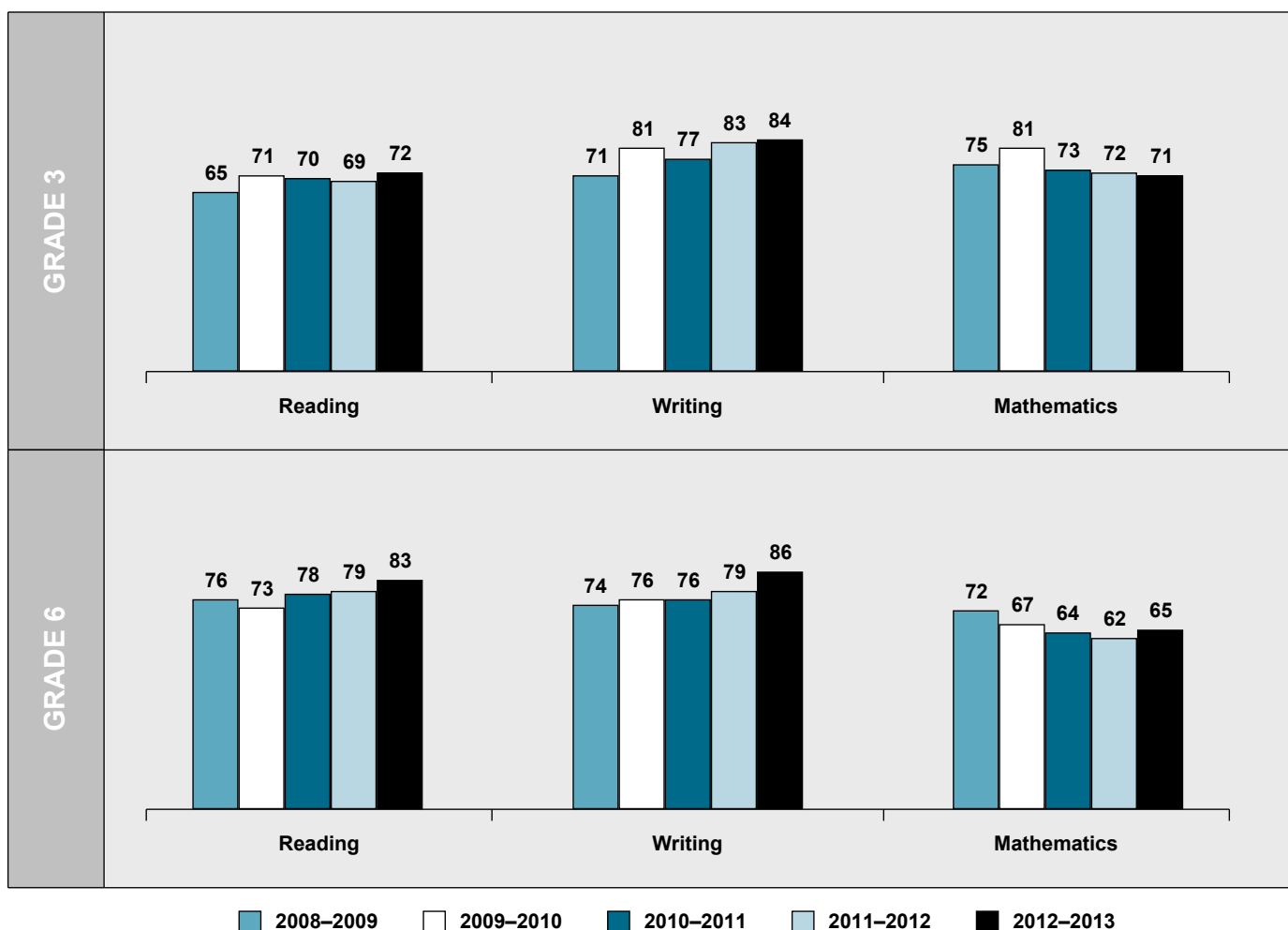
Board Name: Niagara Catholic DSB (67156)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	19%	18%
First language learned at home other than English	7%	7%
Number of schools	49	49

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 507	1 595	1 506	1 562	1 528
Grade 3 mathematics	1 507	1 595	1 506	1 562	1 530
Grade 6	1 593	1 729	1 645	1 566	1 602

*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**



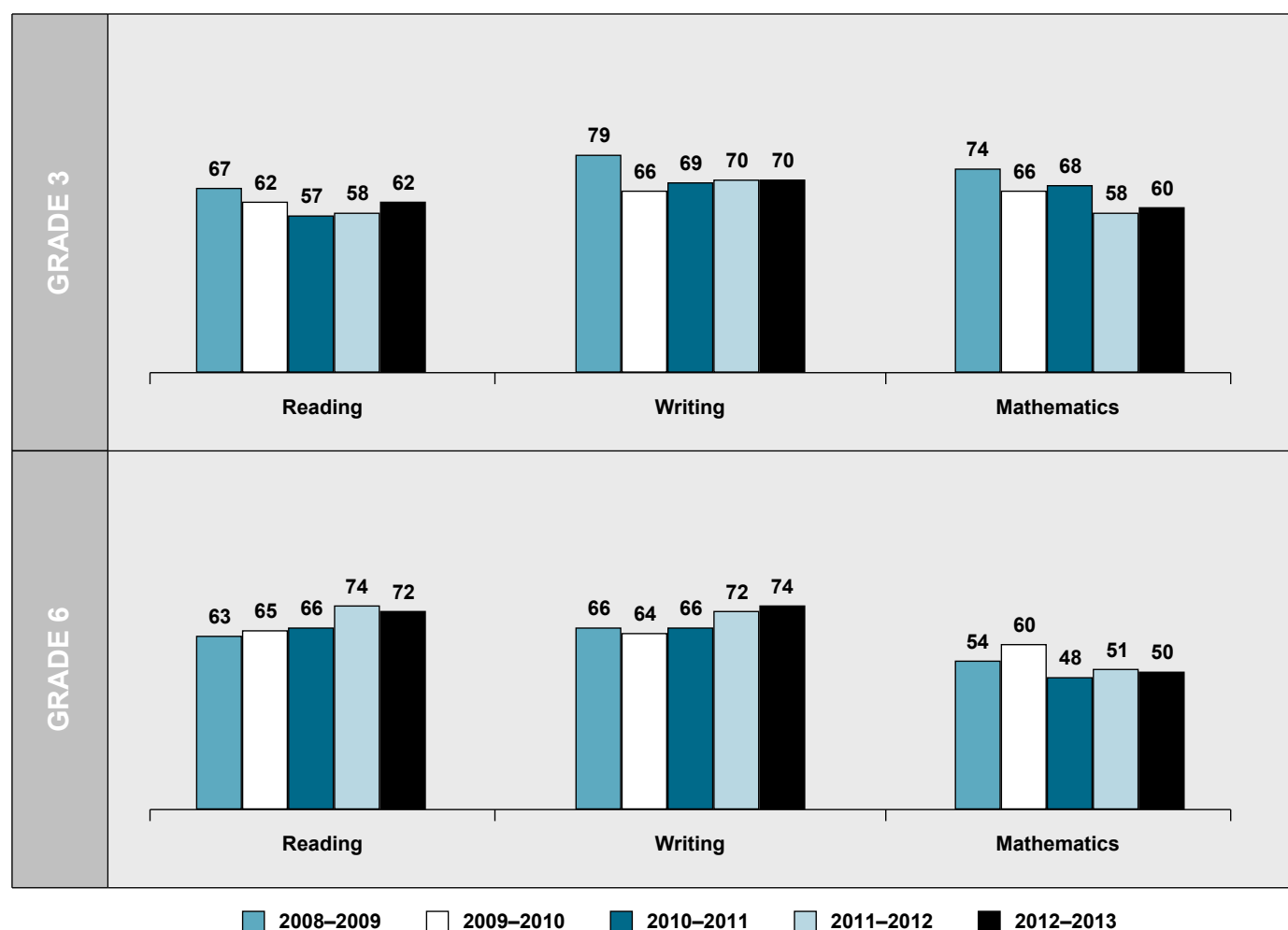
Board Name: Nipissing-Parry Sound Catholic DSB (29017)

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

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	238	205	212	233	206
Grade 3 mathematics	238	205	212	233	206
Grade 6	234	235	218	243	202

*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**



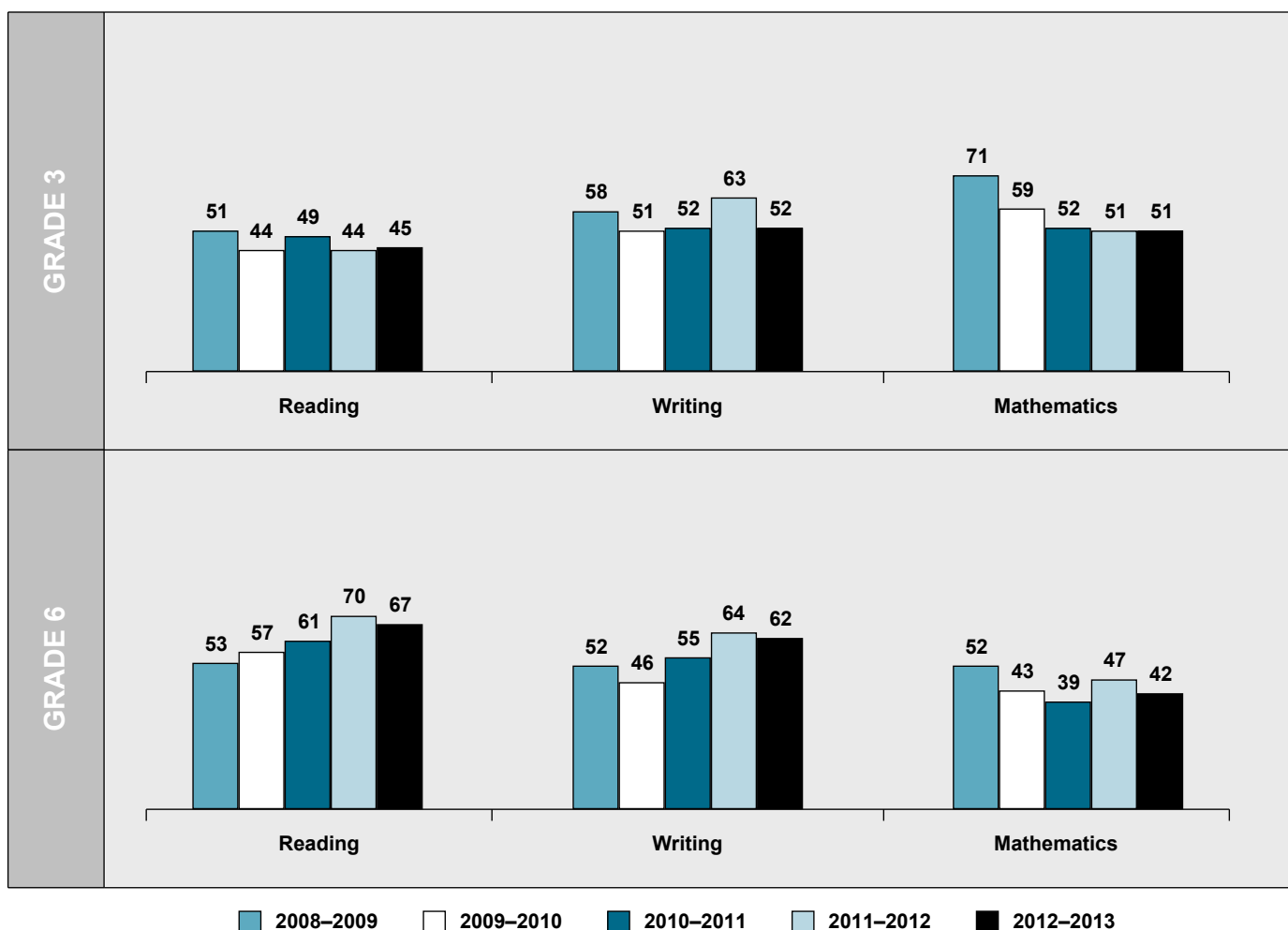
Board Name: Northeastern Catholic DSB (29009)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	37%	29%
First language learned at home other than English	4%	6%
Number of schools	11	11

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	195	209	187	193	155
Grade 3 mathematics	195	209	187	193	155
Grade 6	256	247	192	208	215

*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**



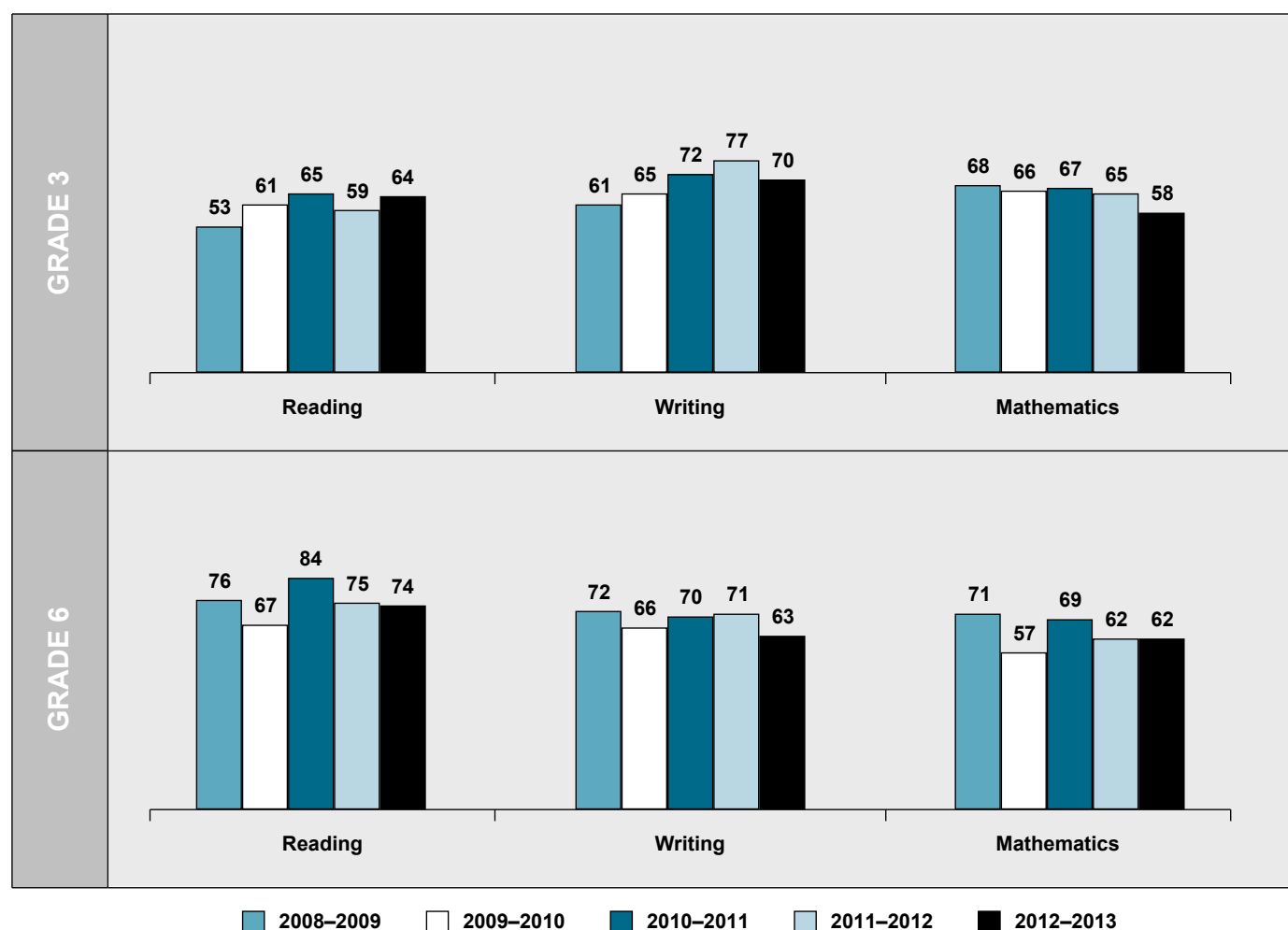
Board Name: Northwest Catholic DSB (29041)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	20%	25%
First language learned at home other than English	0%	5%
Number of schools	4	4

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	140	128	125	115	128
Grade 3 mathematics	140	128	125	115	128
Grade 6	119	175	140	161	125

*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**



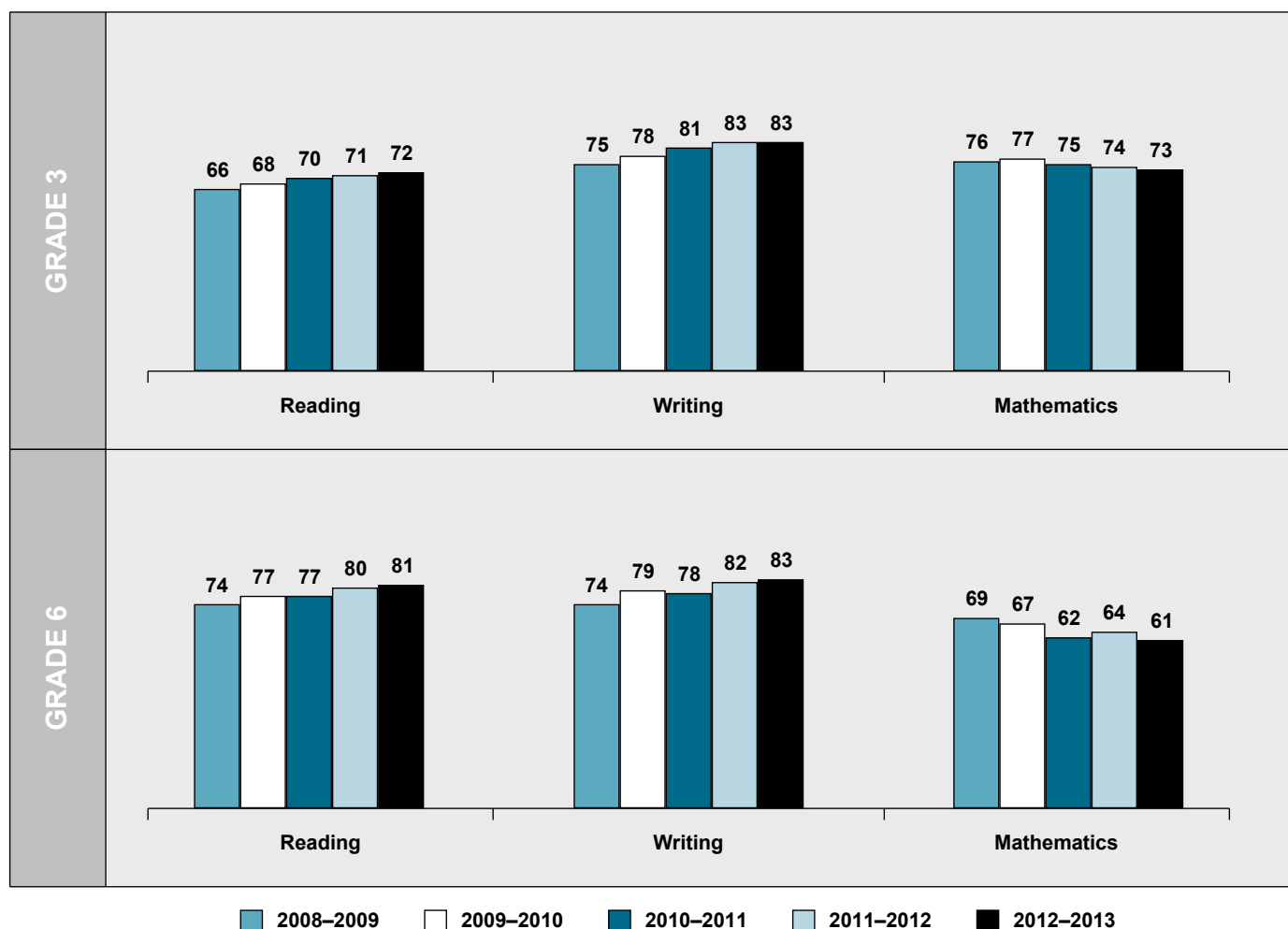
Board Name: Ottawa Catholic District School Board (67180)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	15%	13%
Students with special education needs (excluding gifted)	17%	23%
First language learned at home other than English	8%	10%
Number of schools	64	64

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	2 331	2 372	2 295	2 366	2 369
Grade 3 mathematics	2 331	2 371	2 295	2 366	2 369
Grade 6	2 736	2 745	2 652	2 473	2 545

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

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



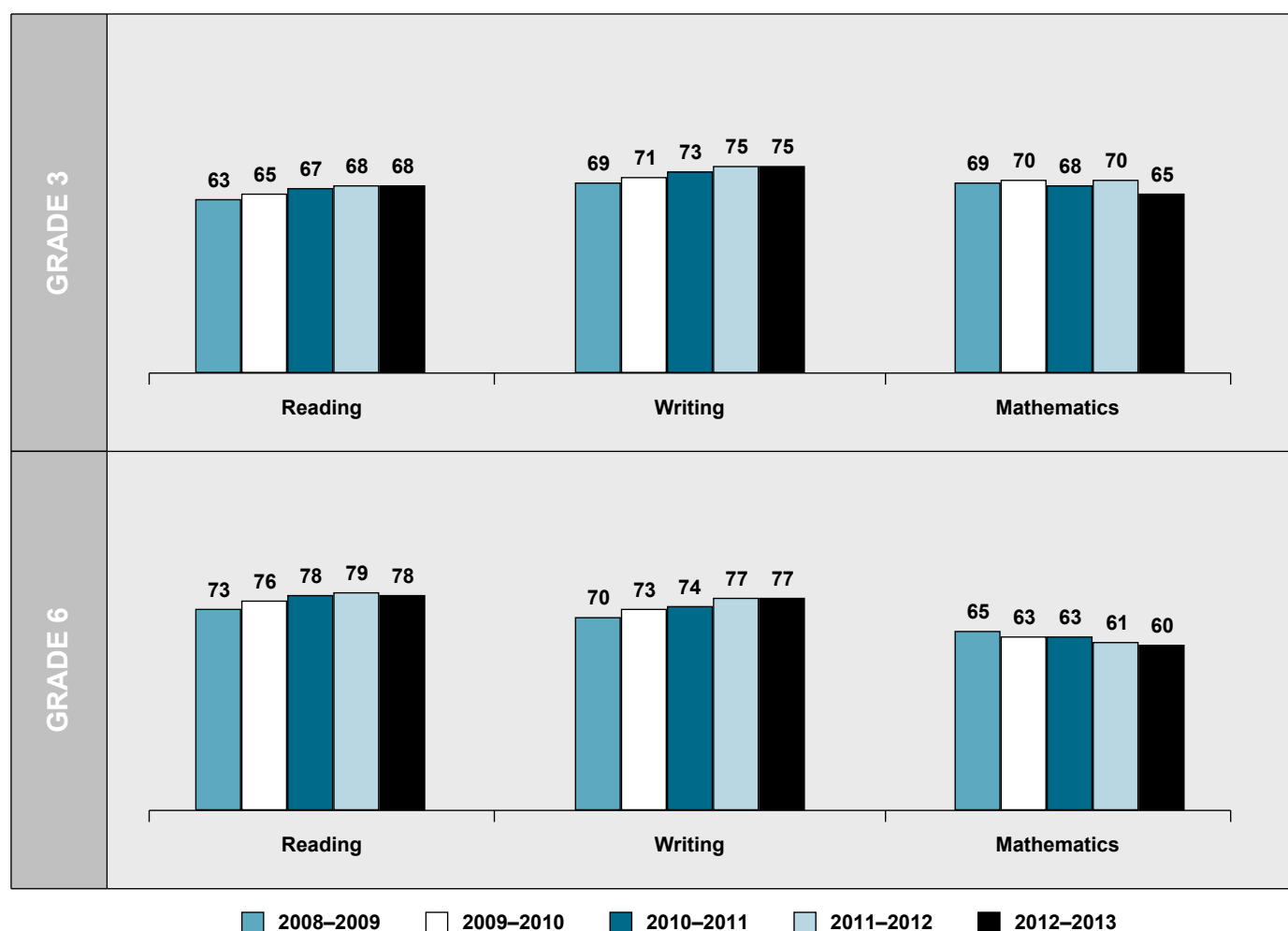
Board Name: Ottawa-Carleton DSB (66184)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	24%	19%
Students with special education needs (excluding gifted)	17%	21%
First language learned at home other than English	27%	27%
Number of schools	105	93

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	4 619	4 775	4 806	5 067	5 107
Grade 3 mathematics	4 619	4 774	4 806	5 067	5 107
Grade 6	4 904	4 840	4 768	4 827	4 903

*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**



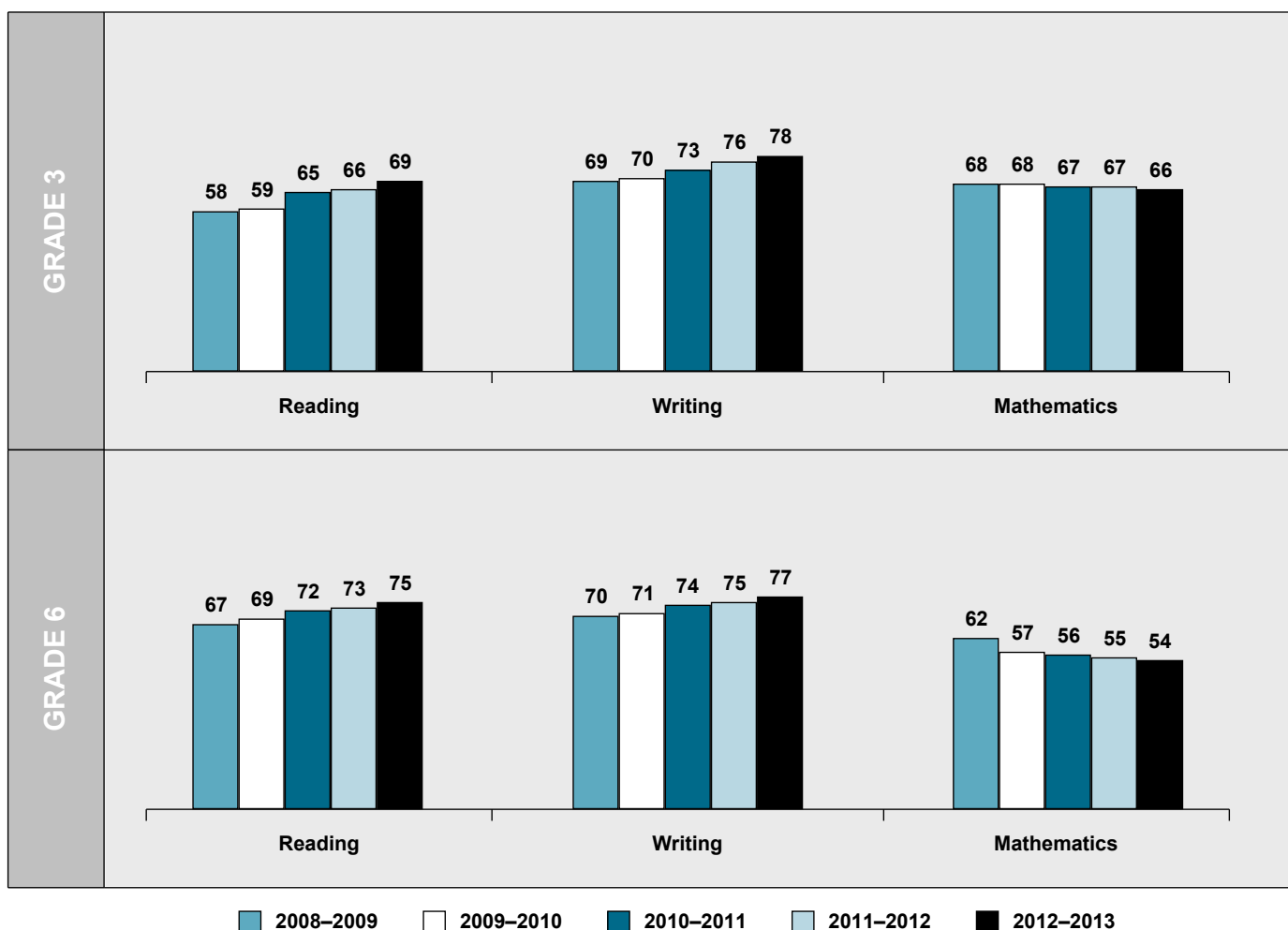
Board Name: Peel District School Board (66125)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	56%	44%
Students with special education needs (excluding gifted)	9%	13%
First language learned at home other than English	54%	52%
Number of schools	157	88

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	10 563	10 849	10 643	11 022	11 260
Grade 3 mathematics	10 562	10 852	10 641	11 022	11 262
Grade 6	11 014	10 993	11 031	11 003	11 182

*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**



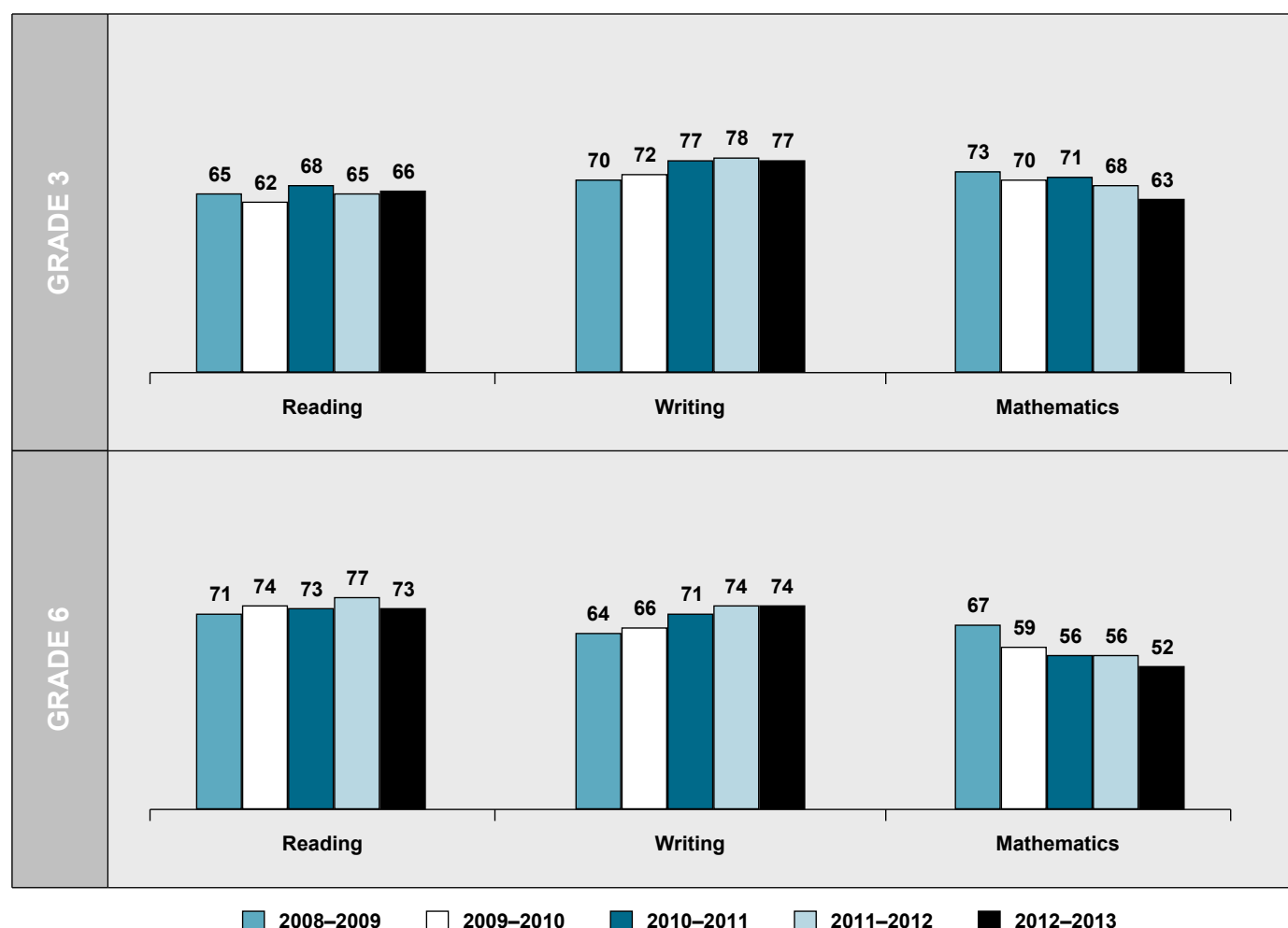
Board Name: Peterborough Victoria Northumberland and Clarington CDSB (67067)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	27%	30%
First language learned at home other than English	2%	2%
Number of schools	31	31

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	878	982	865	905	919
Grade 3 mathematics	878	981	863	905	919
Grade 6	954	1 032	984	923	1 025

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

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



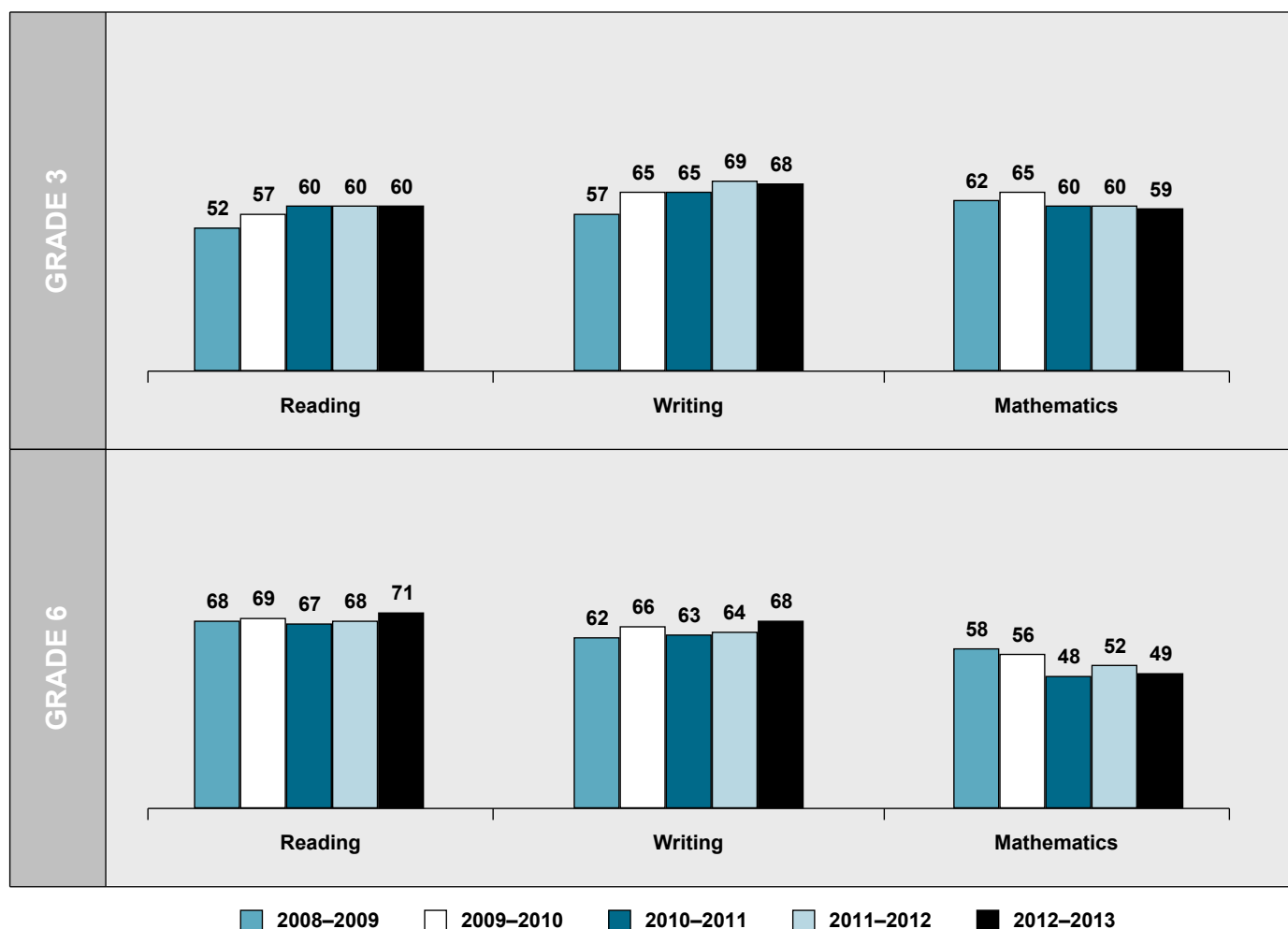
Board Name: Rainbow District School Board (28029)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	24%	24%
First language learned at home other than English	1%	1%
Number of schools	32	32

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	905	903	819	820	810
Grade 3 mathematics	905	903	819	820	810
Grade 6	1 025	914	956	931	953

*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**



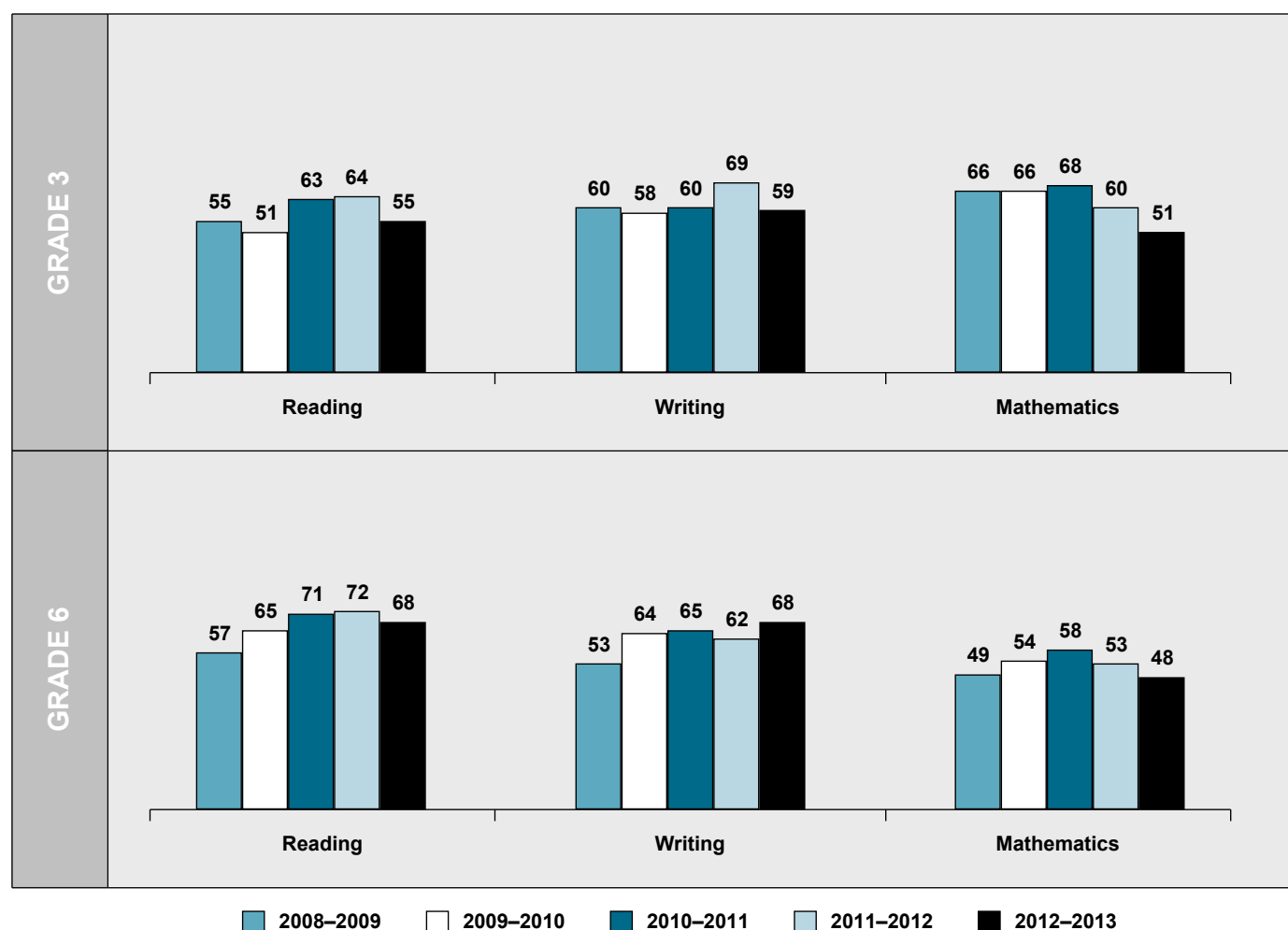
Board Name: Rainy River DSB (28053)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	22%	28%
First language learned at home other than English	1%	1%
Number of schools	10	9

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	164	172	182	163	179
Grade 3 mathematics	164	172	182	163	179
Grade 6	195	168	186	182	190

*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**



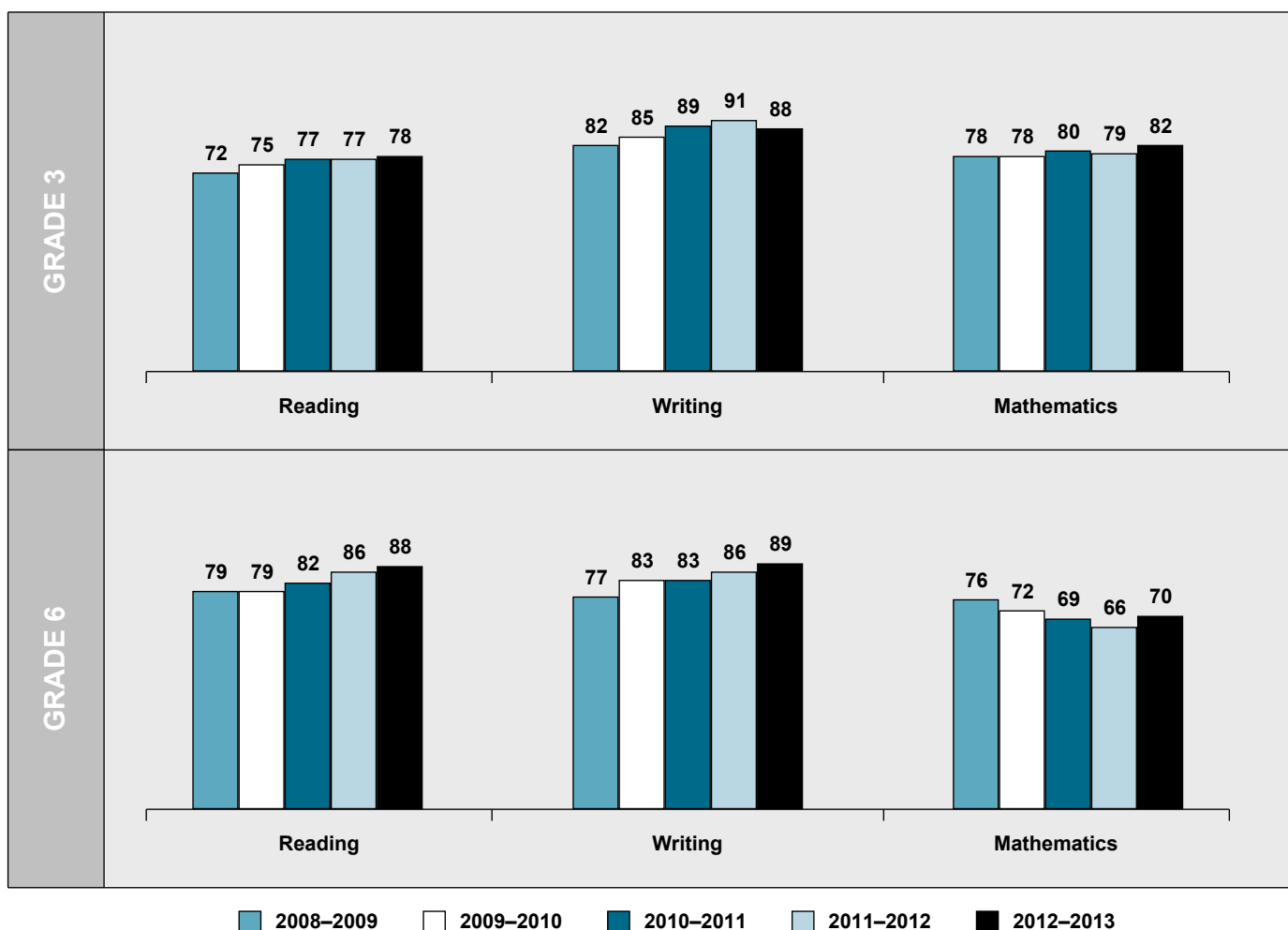
Board Name: Renfrew County Catholic DSB (67199)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	26%	25%
First language learned at home other than English	1%	1%
Number of schools	19	21

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	357	398	334	370	345
Grade 3 mathematics	357	398	334	370	345
Grade 6	354	383	372	361	387

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

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



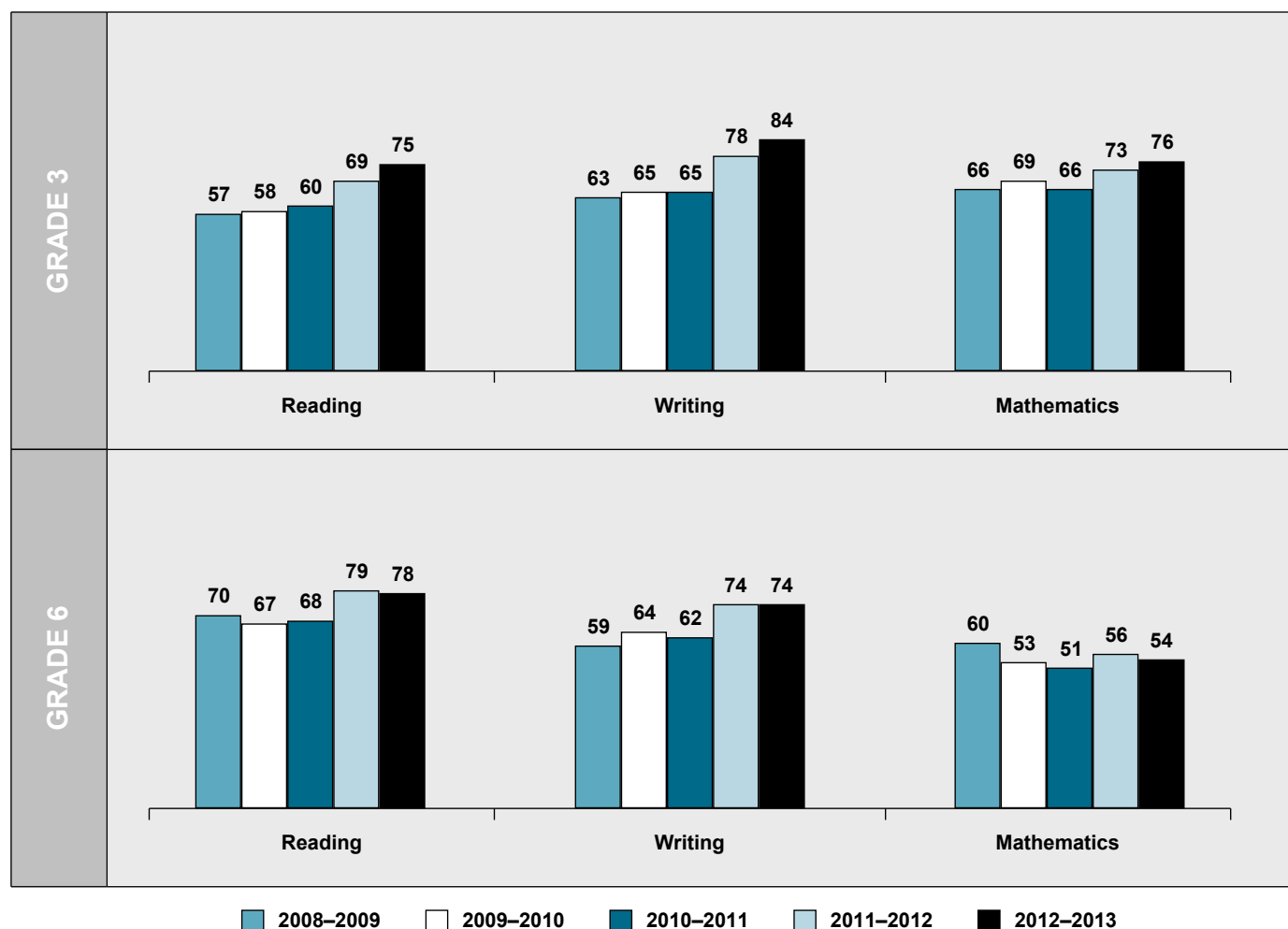
Board Name: Renfrew County DSB (66214)

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

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	581	615	623	596	579
Grade 3 mathematics	581	615	623	596	579
Grade 6	645	652	636	590	606

*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**



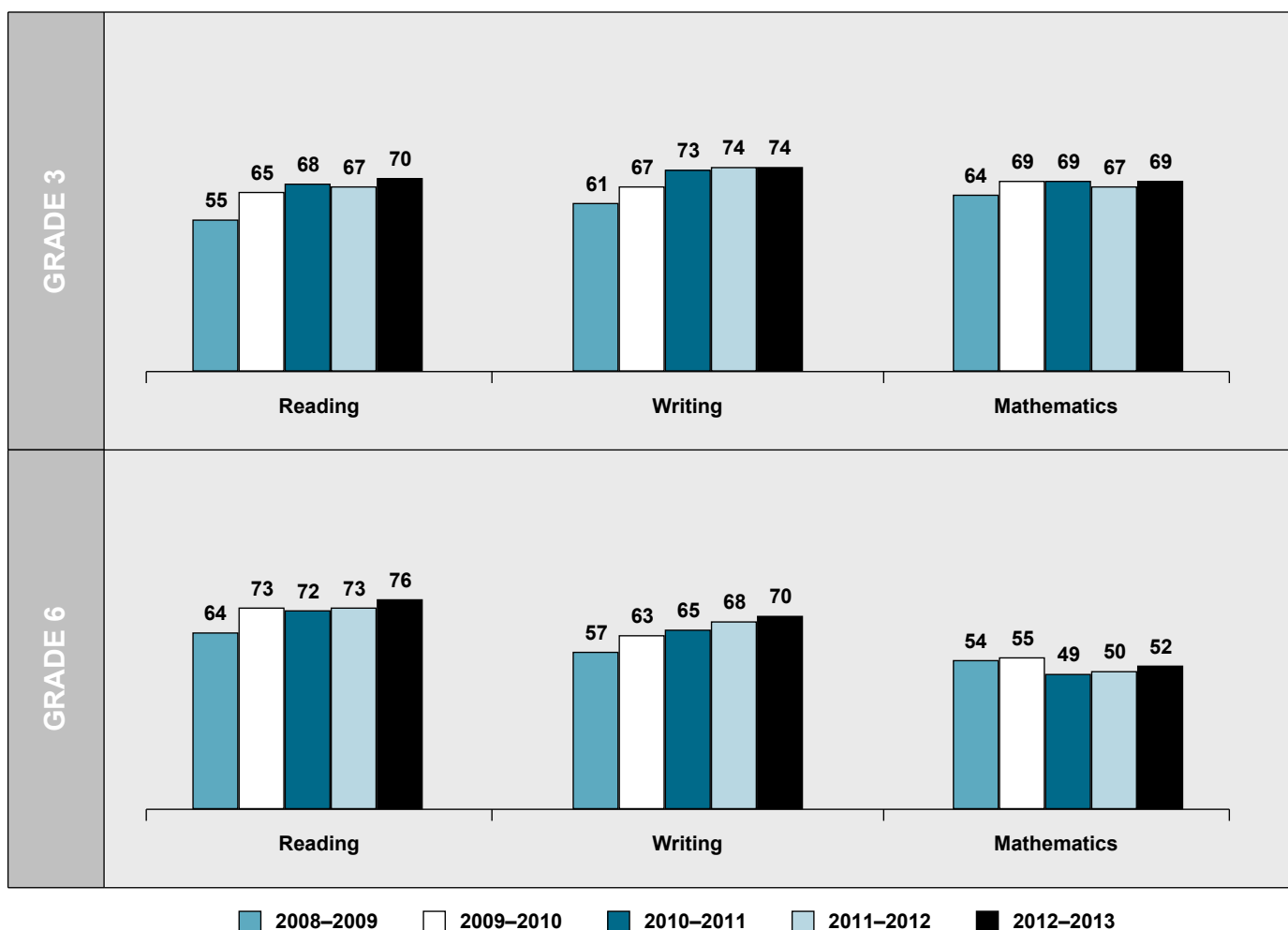
Board Name: Simcoe County DSB (66109)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	23%	23%
First language learned at home other than English	2%	3%
Number of schools	85	85

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	3 343	3 509	3 318	3 423	3 454
Grade 3 mathematics	3 343	3 509	3 318	3 423	3 454
Grade 6	3 793	3 718	3 767	3 471	3 691

*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**



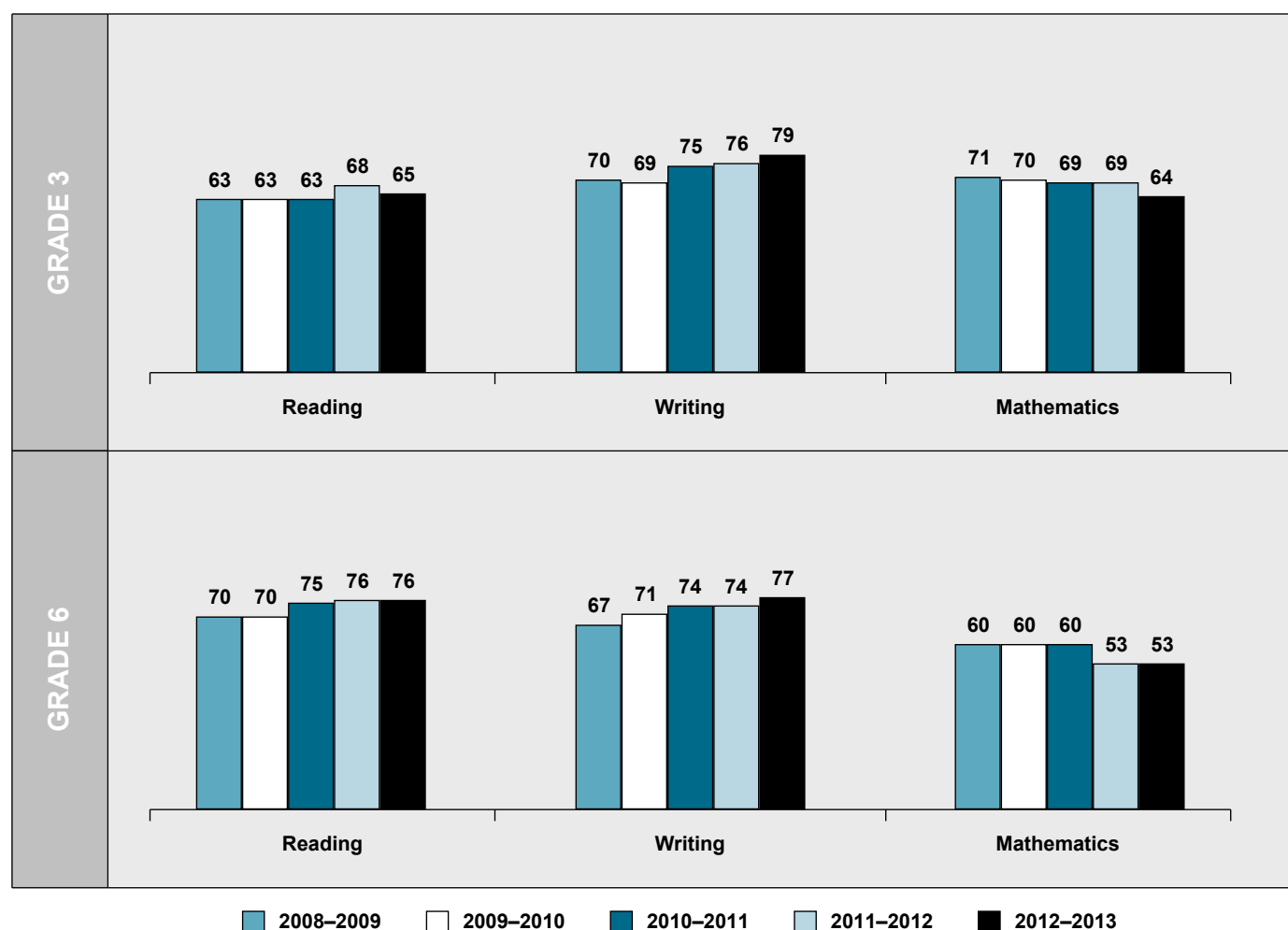
Board Name: Simcoe Muskoka Catholic DSB (67091)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	18%	21%
First language learned at home other than English	0%	<1%
Number of schools	42	42

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 258	1 325	1 320	1 365	1 320
Grade 3 mathematics	1 258	1 325	1 320	1 365	1 320
Grade 6	1 457	1 513	1 386	1 333	1 349

*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**



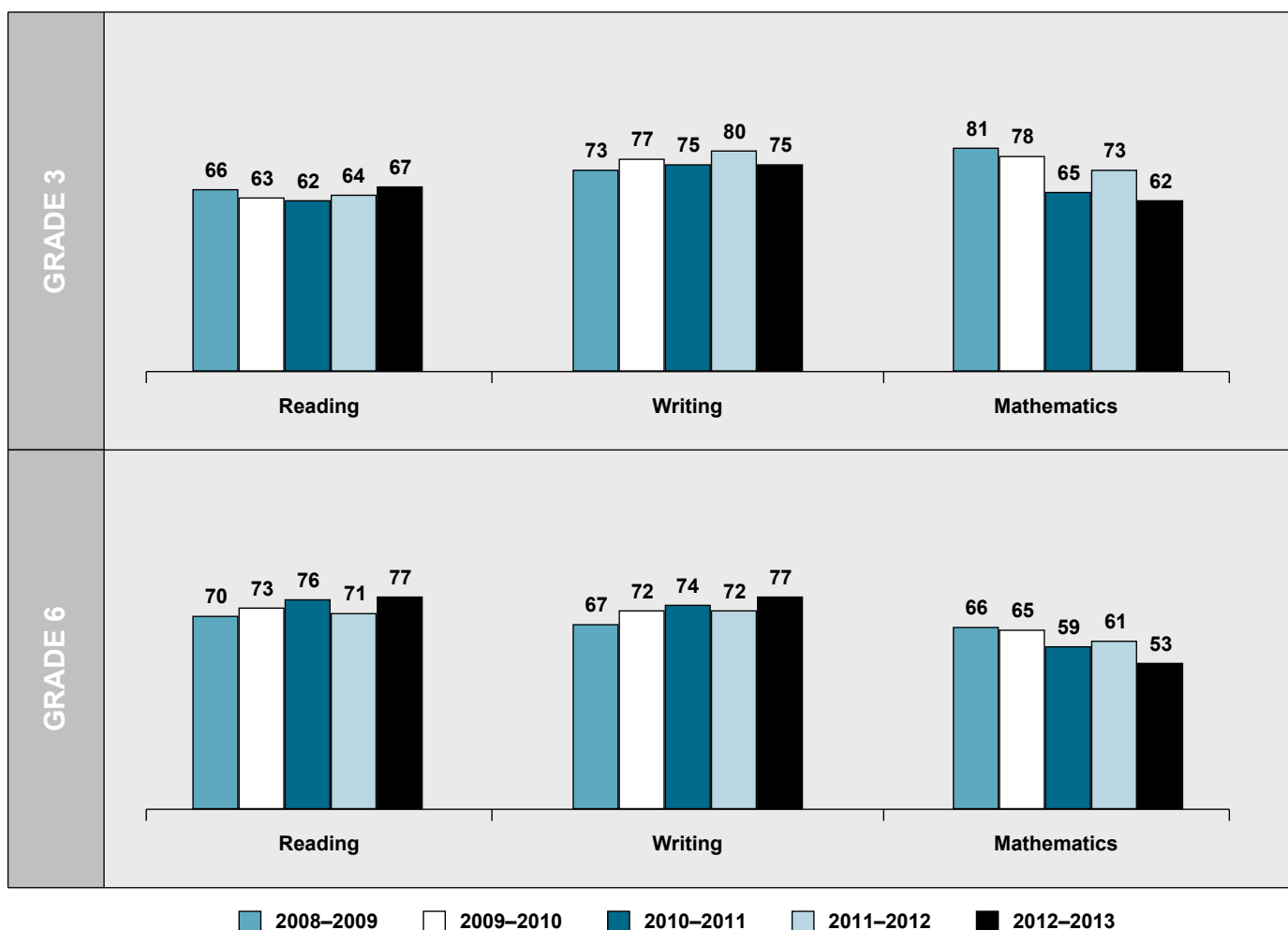
Board Name: St. Clair Catholic District School Board (67040)

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

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	658	673	642	648	623
Grade 3 mathematics	658	673	642	648	623
Grade 6	762	758	753	646	645

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

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



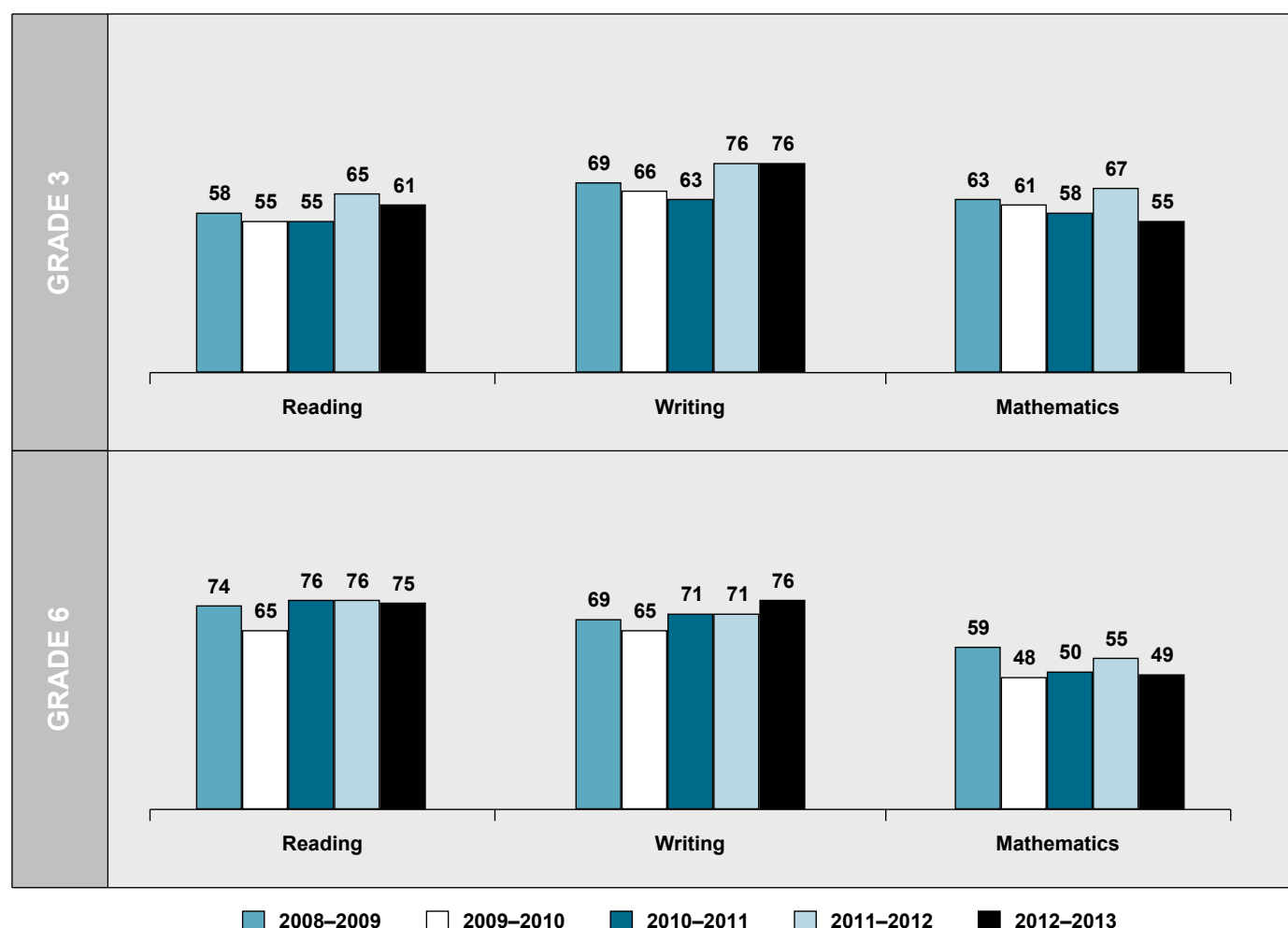
Board Name: Sudbury Catholic DSB (29033)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	34%	27%
First language learned at home other than English	2%	1%
Number of schools	13	13

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	455	391	406	371	381
Grade 3 mathematics	455	390	406	371	381
Grade 6	522	495	447	440	415

*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**



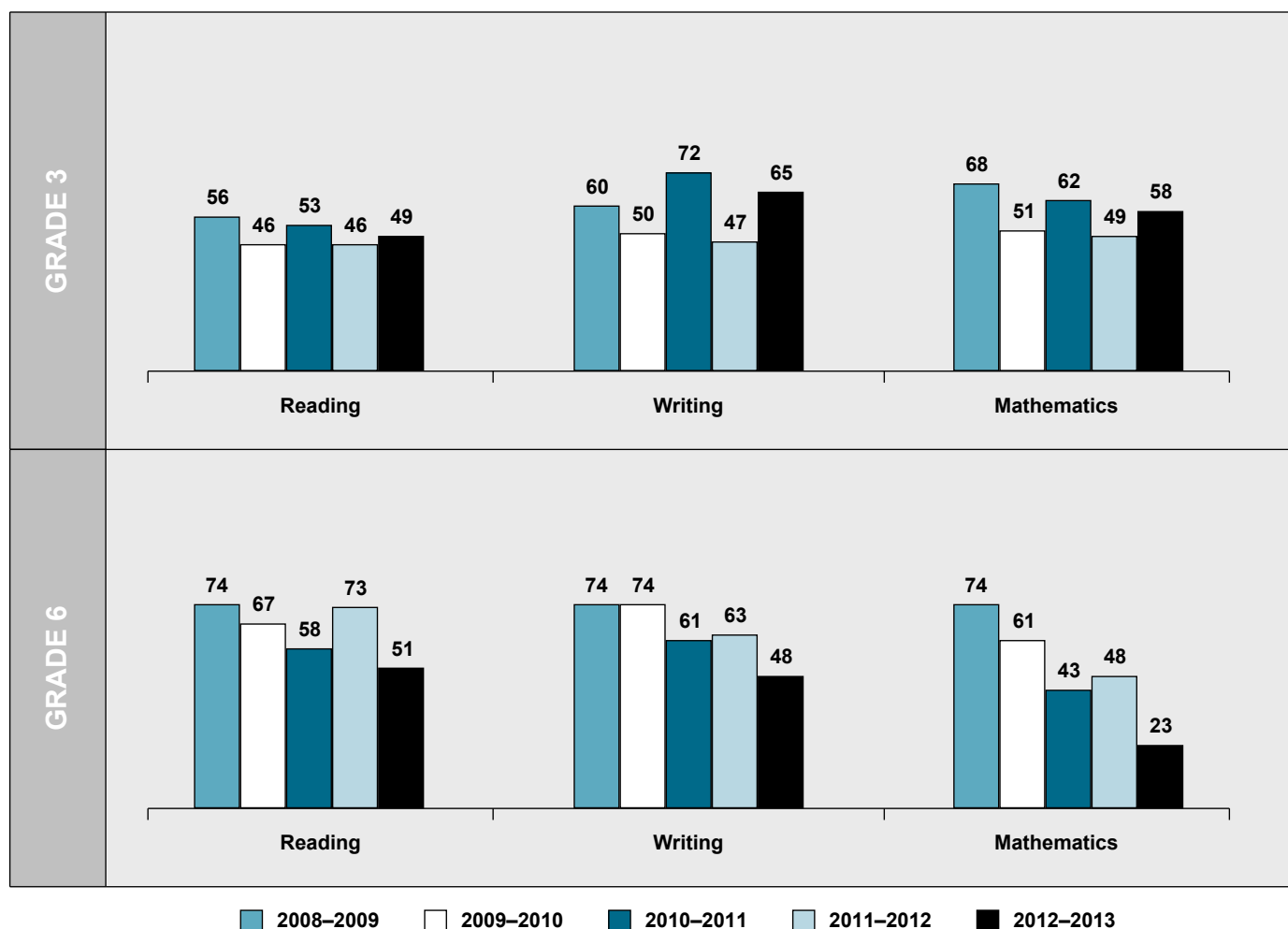
Board Name: Superior North Catholic DSB (29076)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	38%	32%
First language learned at home other than English	0%	5%
Number of schools	9	9

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	73	84	72	72	77
Grade 3 mathematics	73	84	72	72	77
Grade 6	87	94	74	60	82

*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**



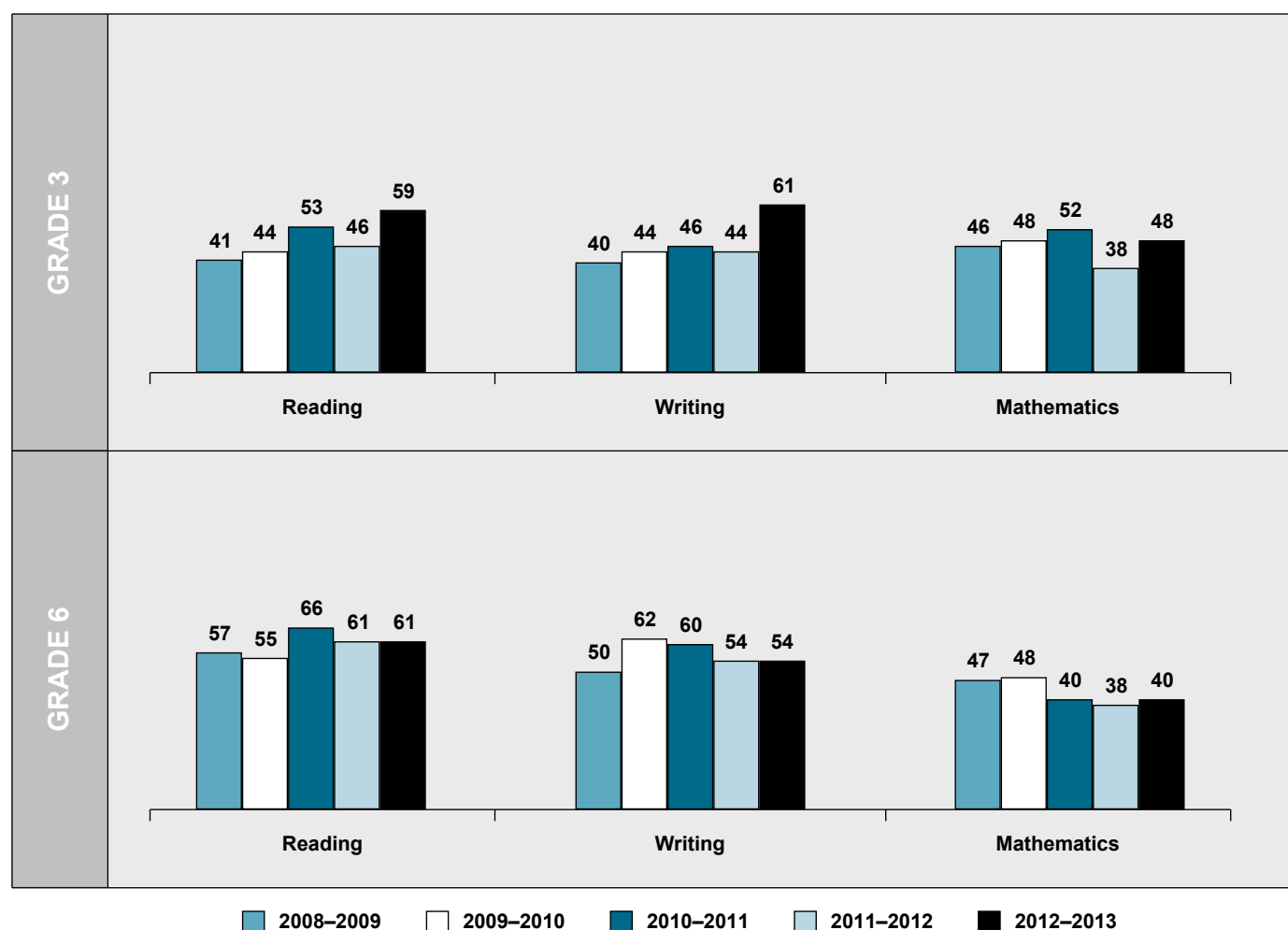
Board Name: Superior-Greenstone DSB (28070)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	26%	30%
First language learned at home other than English	0%	0%
Number of schools	11	11

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	100	77	79	78	66
Grade 3 mathematics	100	77	79	78	66
Grade 6	101	94	96	100	80

*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**



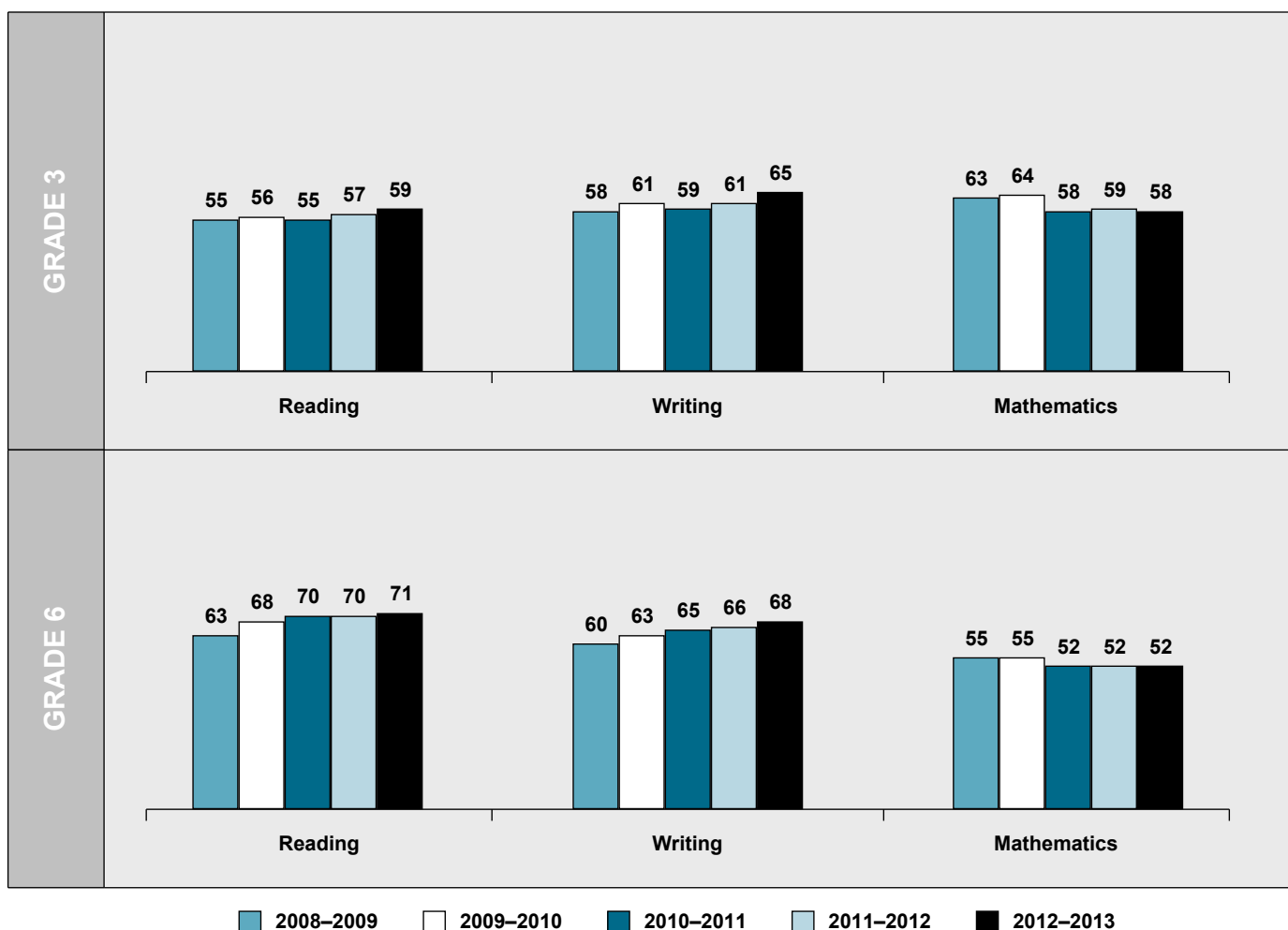
Board Name: Thames Valley District School Board (66044)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	8%	6%
Students with special education needs (excluding gifted)	12%	17%
First language learned at home other than English	9%	11%
Number of schools	129	130

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	4 463	4 617	4 480	4 397	4 456
Grade 3 mathematics	4 830	5 066	4 934	4 873	4 995
Grade 6	5 375	5 308	5 242	5 014	5 167

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

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



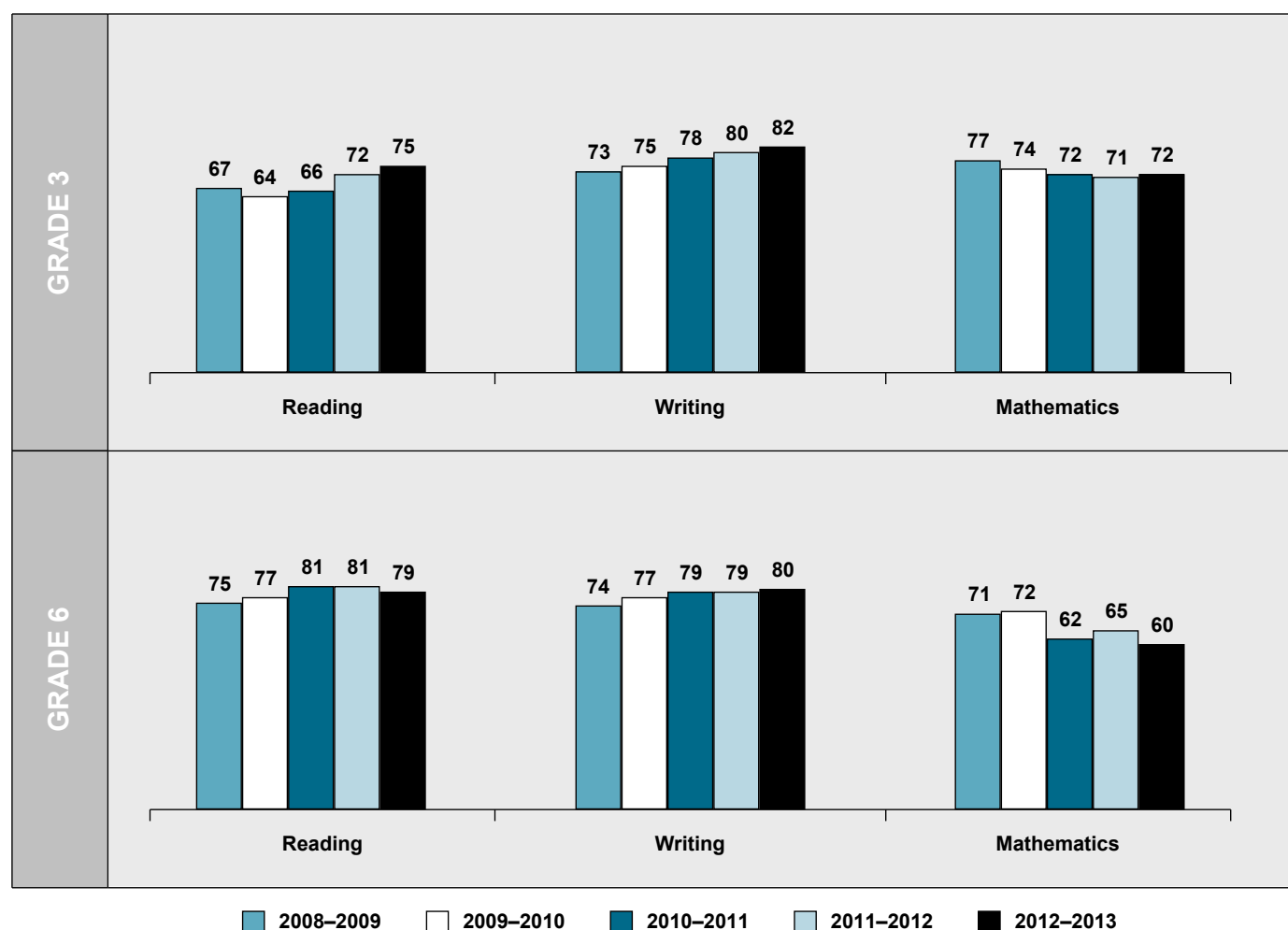
Board Name: Thunder Bay Catholic DSB (29068)

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

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	592	598	585	552	526
Grade 3 mathematics	592	598	585	552	526
Grade 6	589	604	587	597	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**



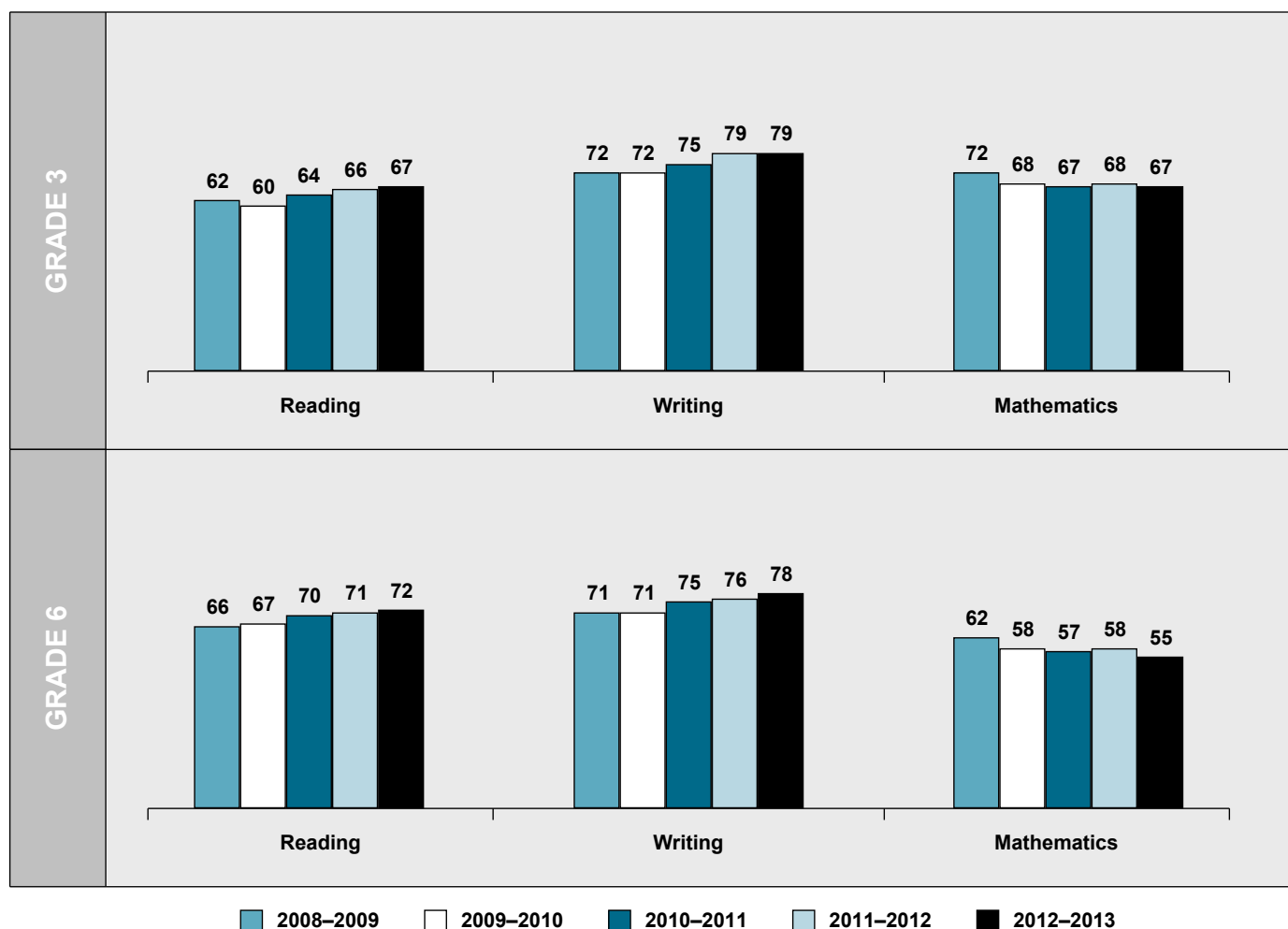
Board Name: Toronto Catholic District School Board (67059)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	10%	11%
Students with special education needs (excluding gifted)	18%	21%
First language learned at home other than English	31%	35%
Number of schools	168	168

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	5 780	6 100	5 693	5 863	5 693
Grade 3 mathematics	5 960	6 292	5 857	6 059	5 903
Grade 6	6 756	6 507	6 654	6 384	6 523

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

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



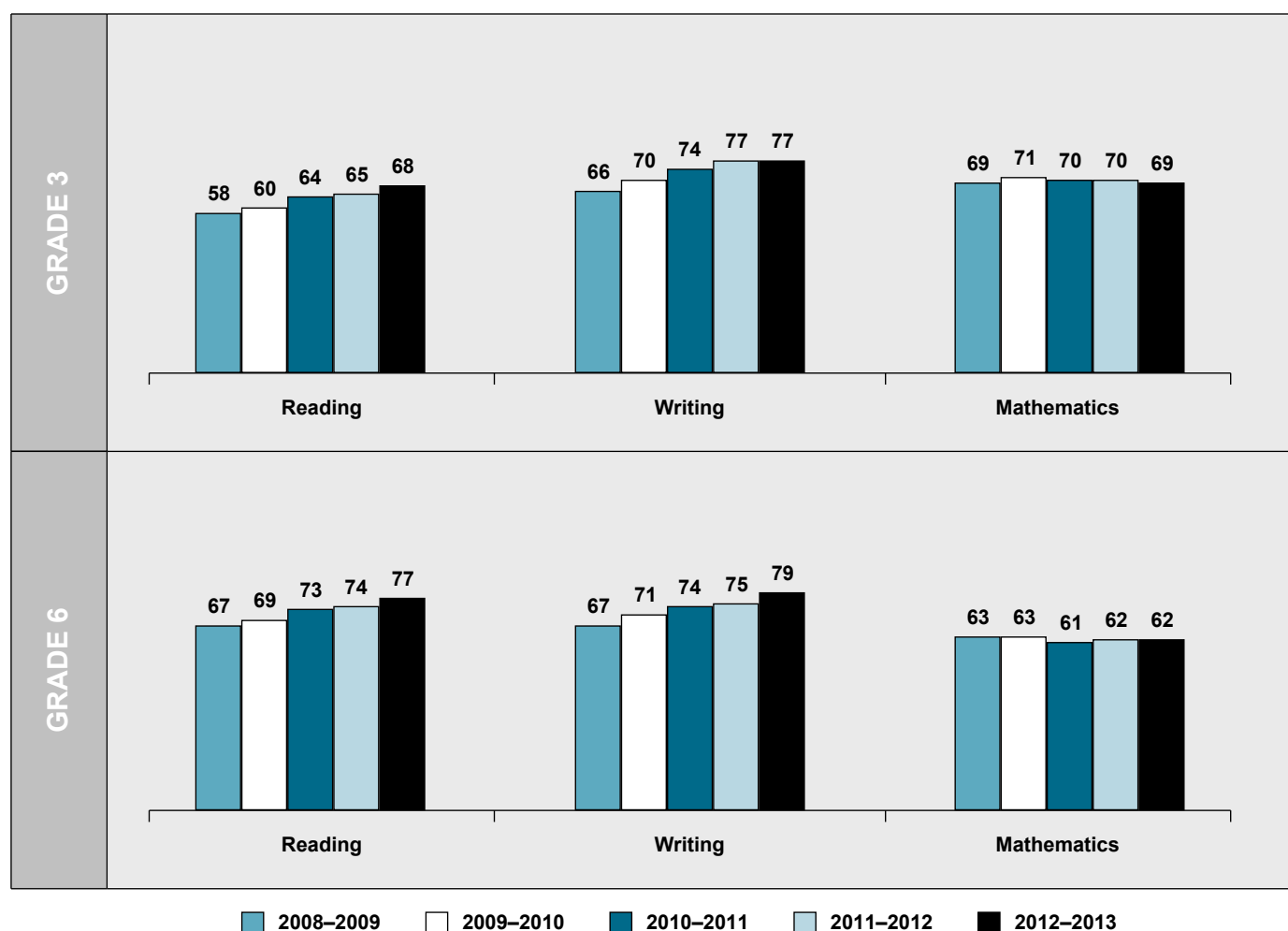
Board Name: Toronto DSB (66052)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	4%
Students with special education needs (excluding gifted)	19%	21%
First language learned at home other than English	44%	45%
Number of schools	402	344

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	16 062	15 500	15 228	15 370	15 505
Grade 3 mathematics	17 388	16 858	16 739	16 972	17 188
Grade 6	17 552	17 174	16 587	16 935	16 452

*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**



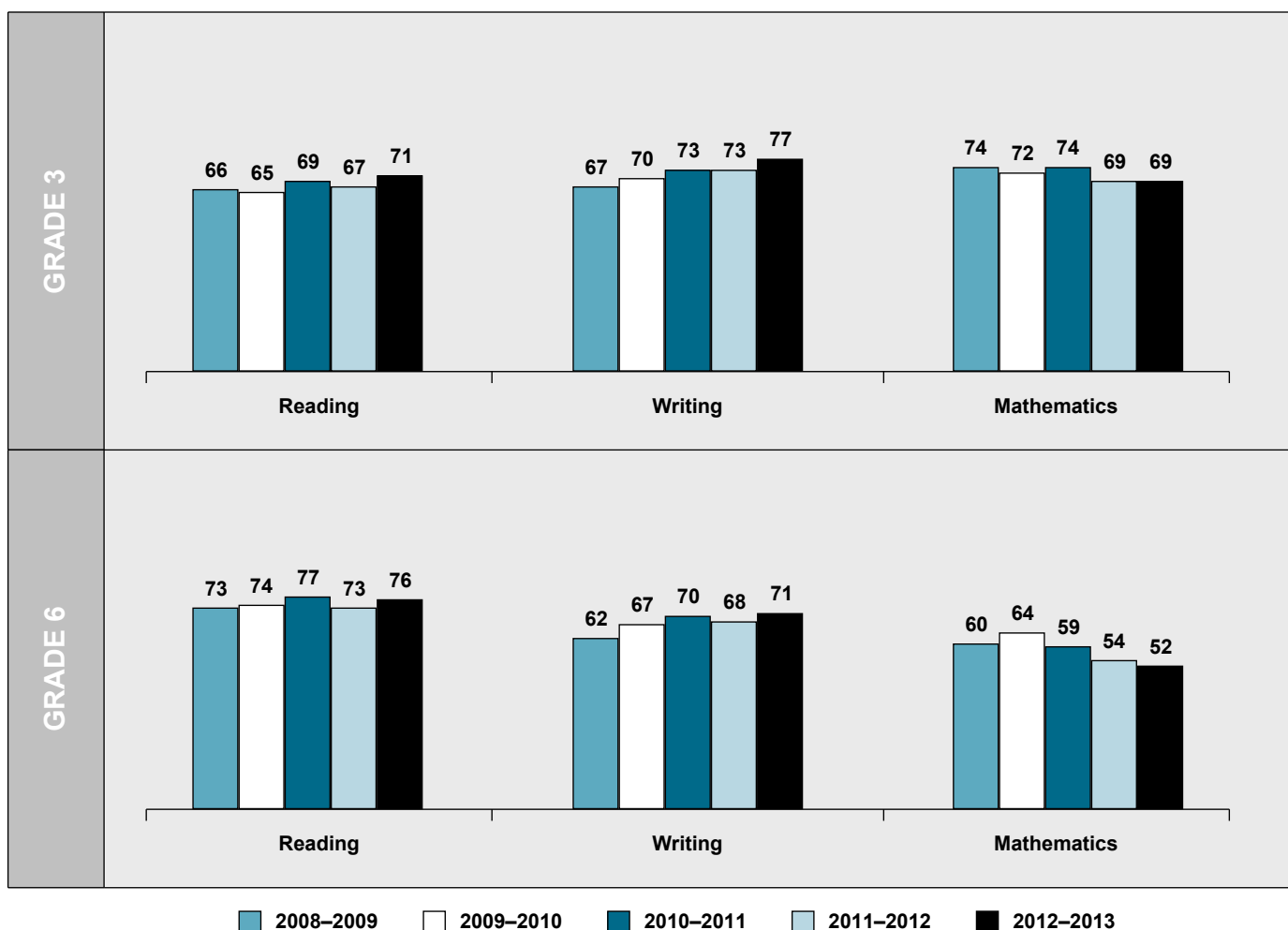
Board Name: Trillium Lakelands DSB (66087)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	29%	32%
First language learned at home other than English	<1%	1%
Number of schools	36	35

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 013	1 005	902	937	899
Grade 3 mathematics	1 152	1 136	1 017	1 081	1 025
Grade 6	1 367	1 228	1 233	1 171	1 149

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

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



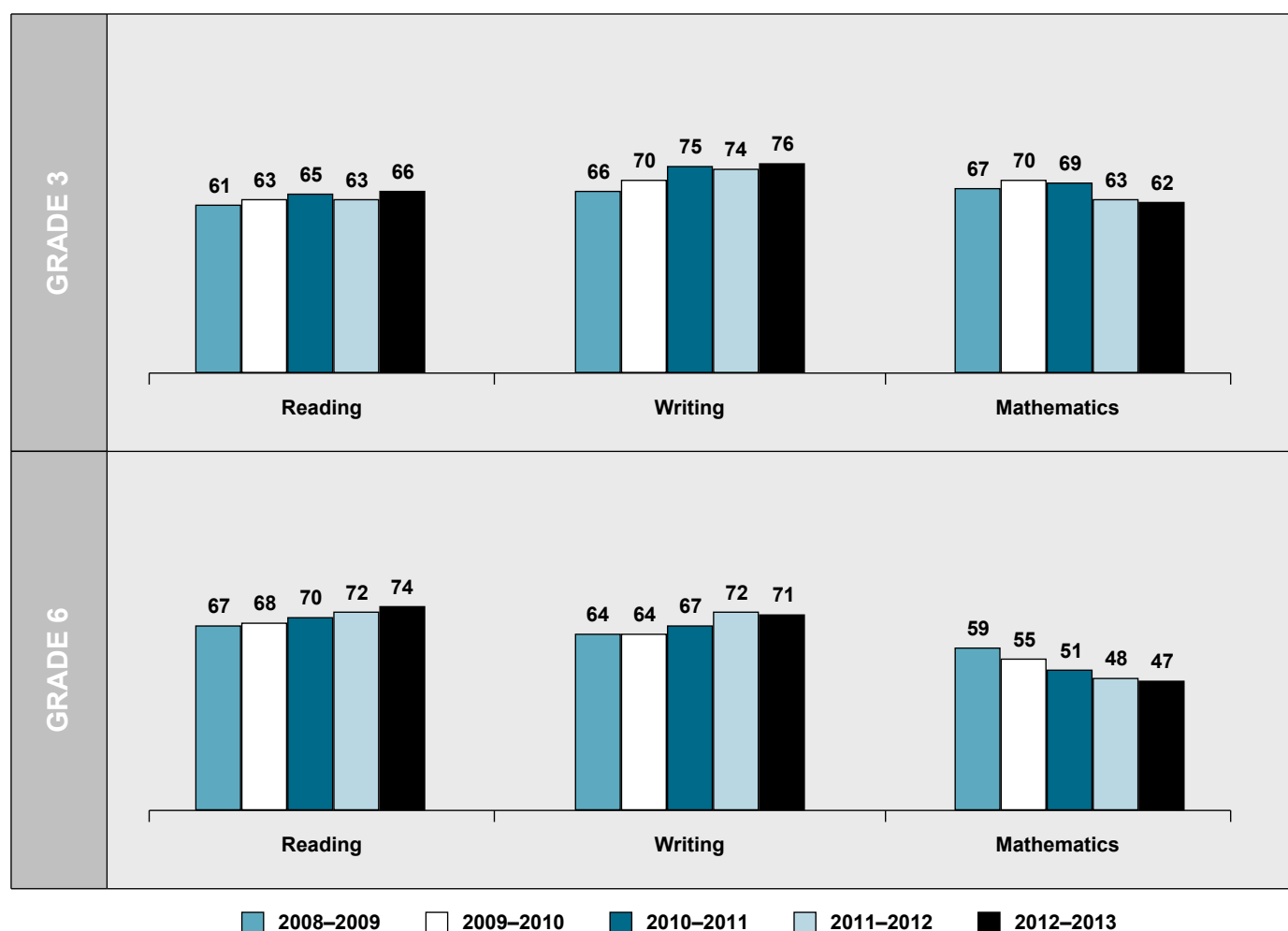
Board Name: Upper Canada DSB (66192)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	28%	34%
First language learned at home other than English	2%	2%
Number of schools	64	63

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 887	1 746	1 684	1 846	1 783
Grade 3 mathematics	1 884	1 746	1 684	1 846	1 783
Grade 6	1 987	1 943	1 934	1 885	1 812

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

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



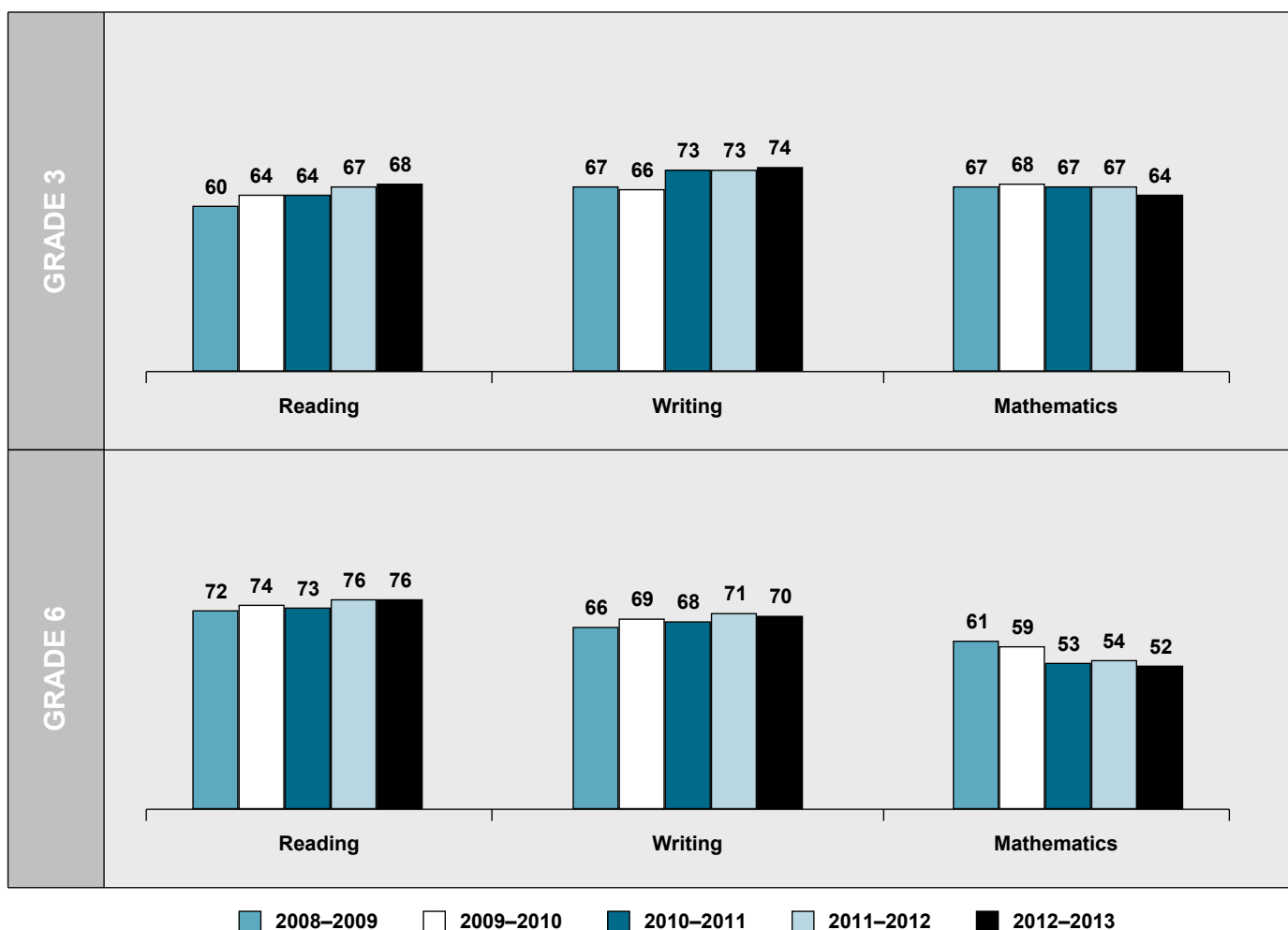
Board Name: Upper Grand DSB (66117)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	20%	23%
First language learned at home other than English	10%	10%
Number of schools	60	59

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	2 155	2 128	2 113	2 162	2 149
Grade 3 mathematics	2 155	2 128	2 113	2 162	2 149
Grade 6	2 357	2 256	2 297	2 205	2 181

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

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



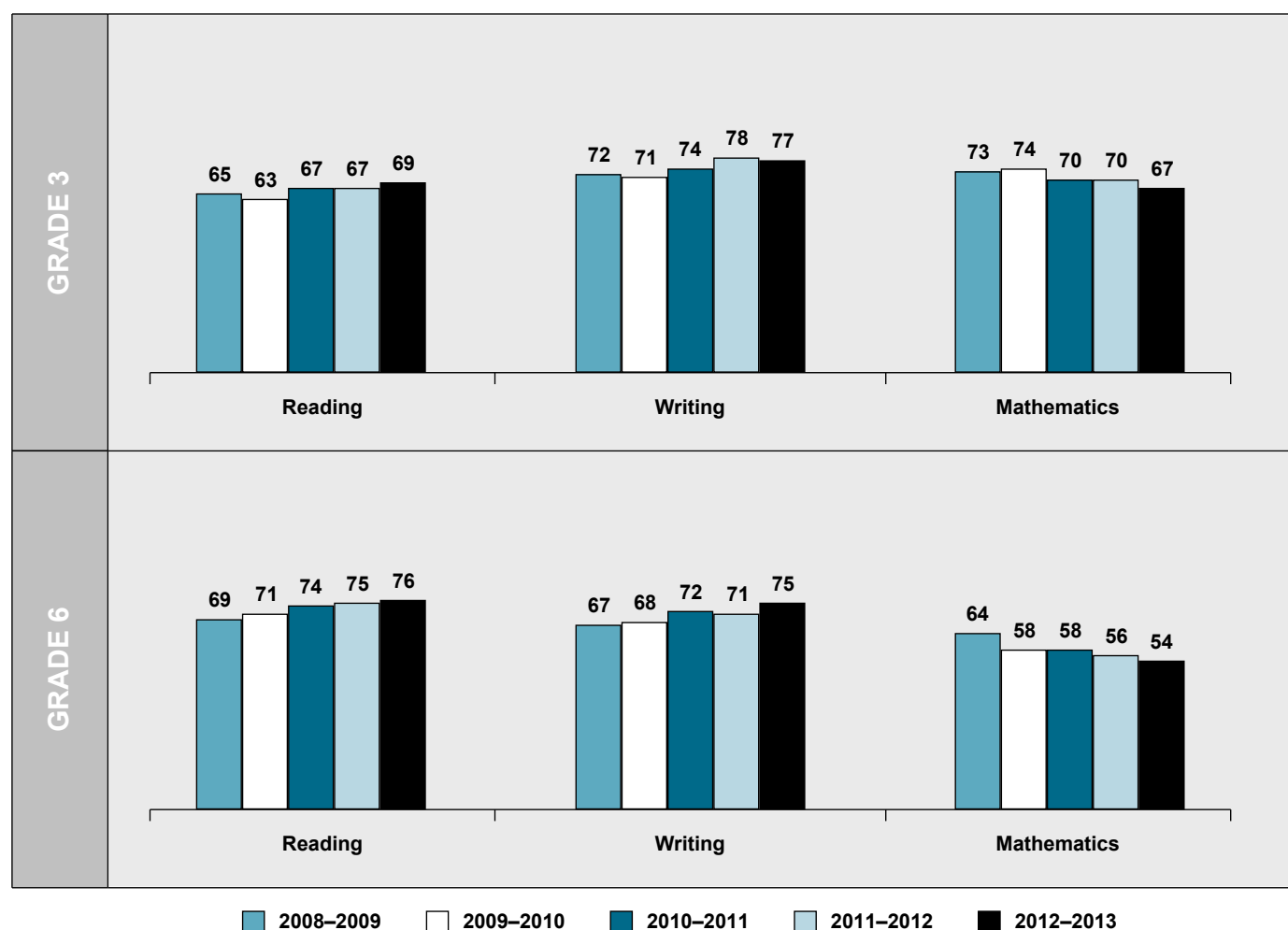
Board Name: Waterloo Catholic DSB (67148)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	20%	25%
First language learned at home other than English	12%	14%
Number of schools	45	45

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 502	1 522	1 538	1 492	1 511
Grade 3 mathematics	1 502	1 522	1 538	1 492	1 511
Grade 6	1 629	1 665	1 614	1 513	1 529

*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**



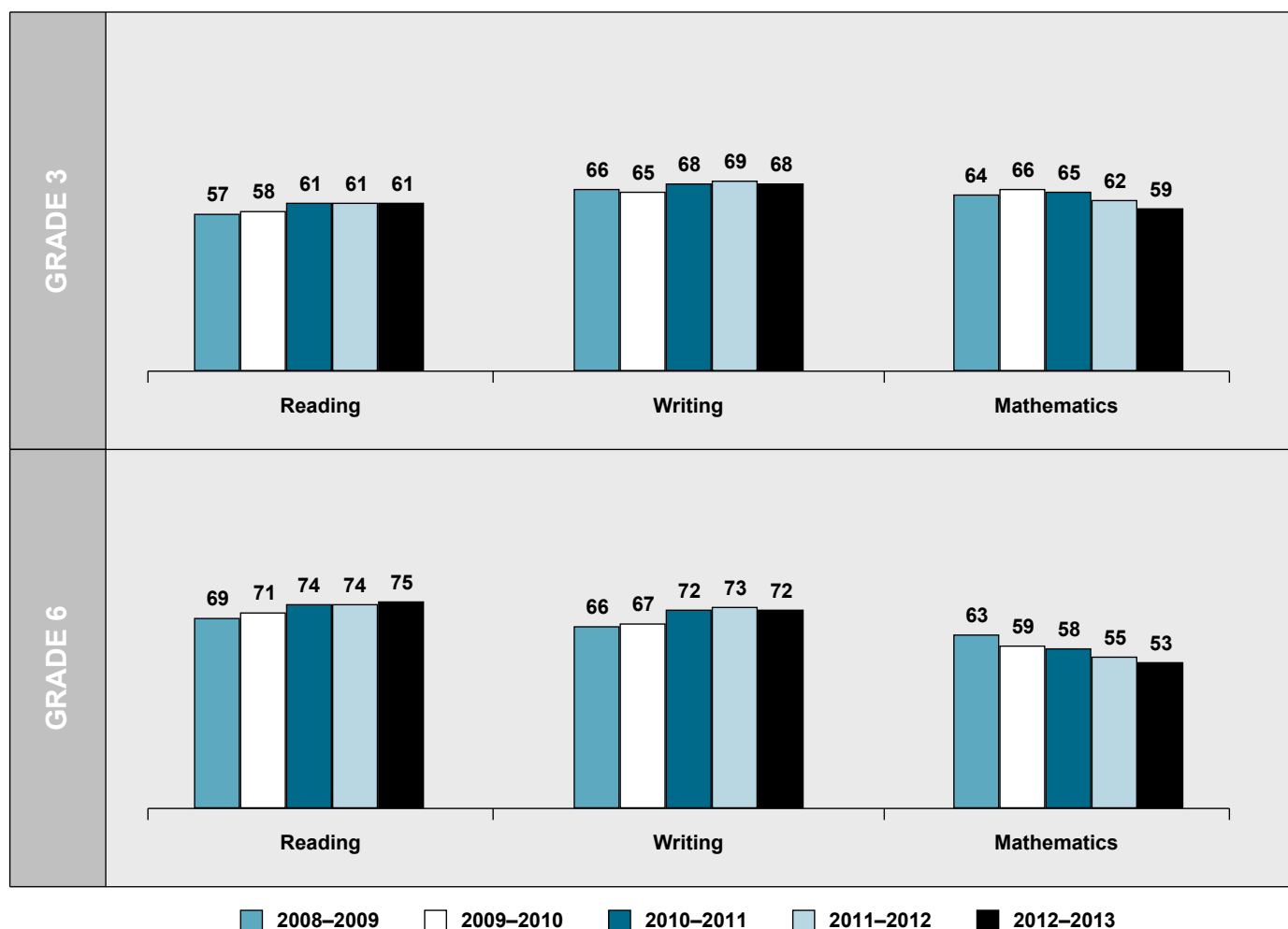
Board Name: Waterloo Region DSB (66176)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	13%	7%
Students with special education needs (excluding gifted)	16%	22%
First language learned at home other than English	22%	21%
Number of schools	88	86

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	3 951	4 126	3 911	4 150	4 201
Grade 3 mathematics	3 951	4 125	3 911	4 149	4 203
Grade 6	4 129	4 142	4 094	4 032	4 225

*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**



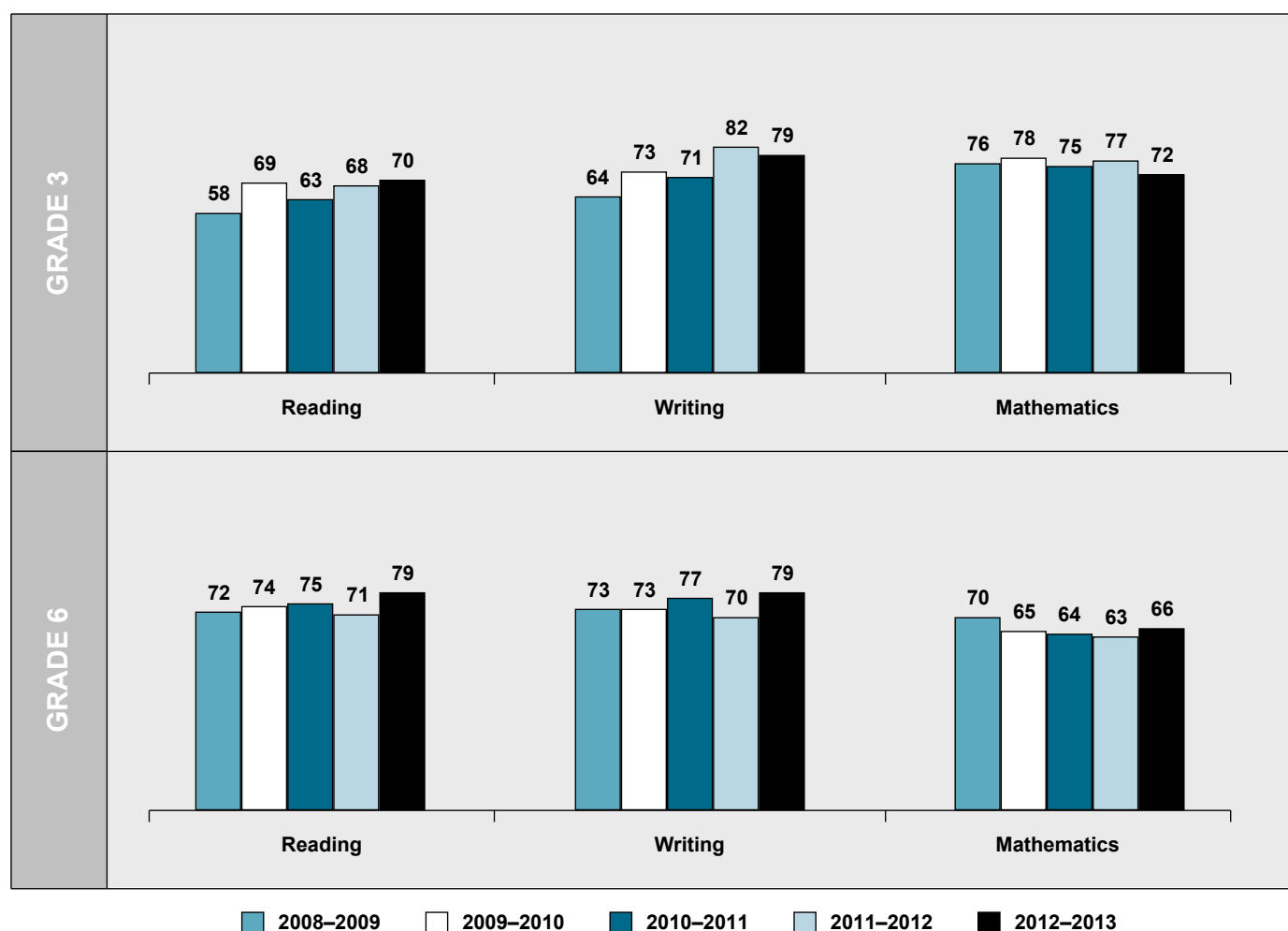
Board Name: Wellington Catholic DSB (67130)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	3%
Students with special education needs (excluding gifted)	12%	19%
First language learned at home other than English	4%	3%
Number of schools	17	17

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	594	592	577	559	572
Grade 3 mathematics	594	592	577	559	570
Grade 6	634	639	669	613	595

*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**



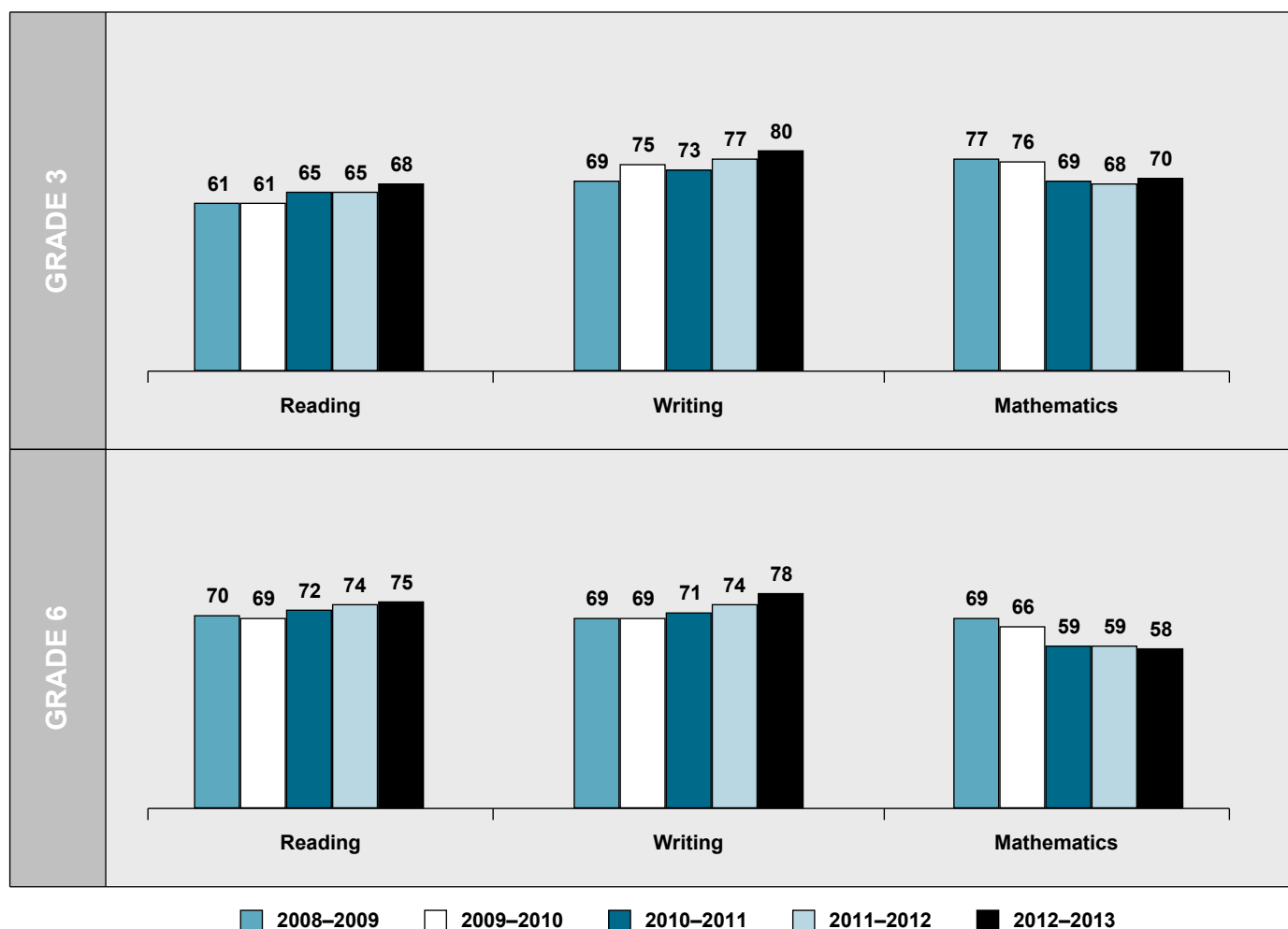
Board Name: Windsor-Essex Catholic DSB (67024)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	3%
Students with special education needs (excluding gifted)	13%	15%
First language learned at home other than English	10%	12%
Number of schools	38	38

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	1 630	1 618	1 540	1 462	1 394
Grade 3 mathematics	1 630	1 618	1 540	1 462	1 396
Grade 6	1 687	1 722	1 708	1 649	1 600

*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**



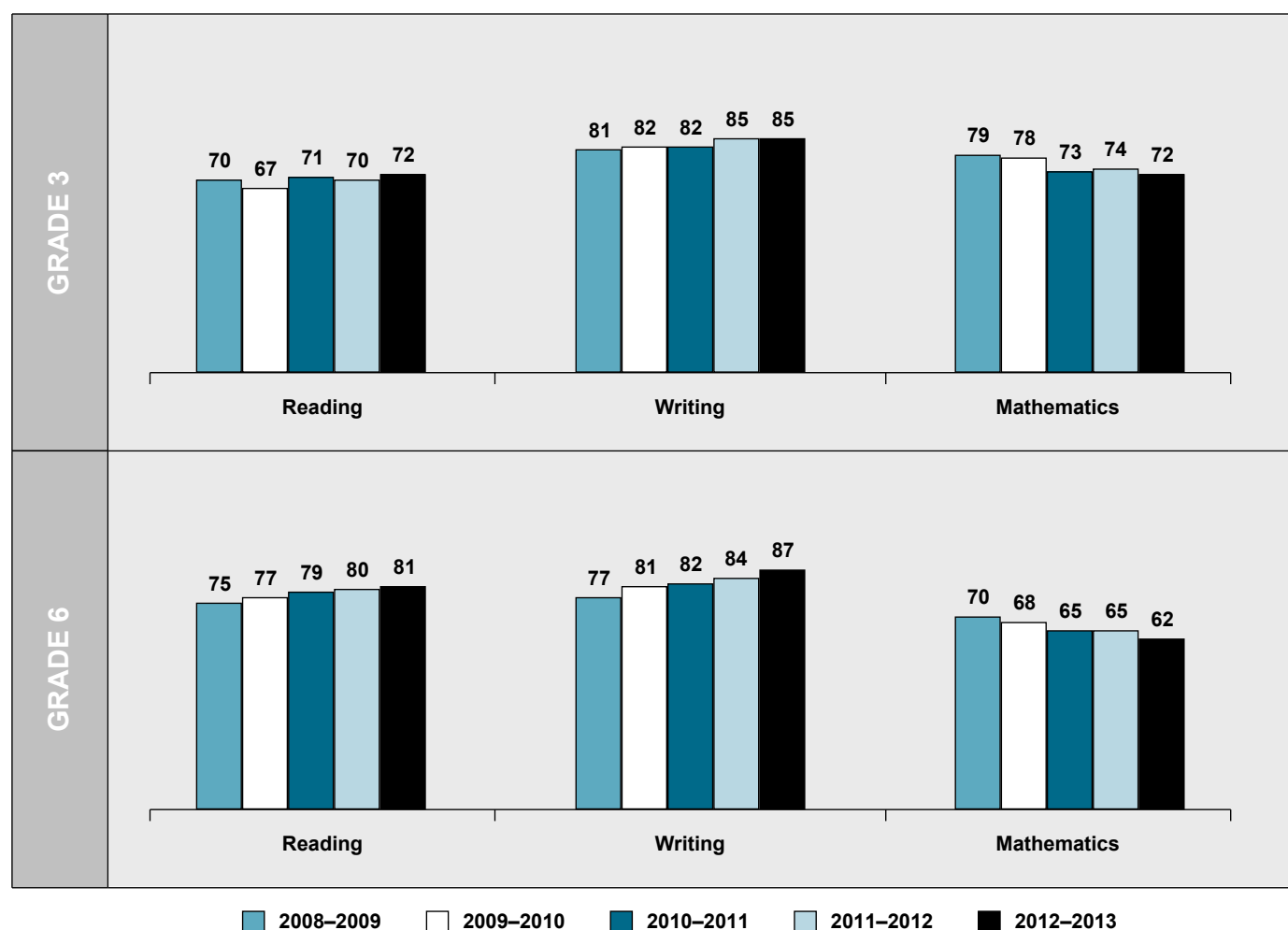
Board Name: York Catholic DSB (67075)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	13%	17%
First language learned at home other than English	16%	18%
Number of schools	88	88

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	3 721	3 888	3 831	3 684	3 662
Grade 3 mathematics	3 721	3 888	3 831	3 723	3 868
Grade 6	4 169	3 932	3 902	3 872	4 005

*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**



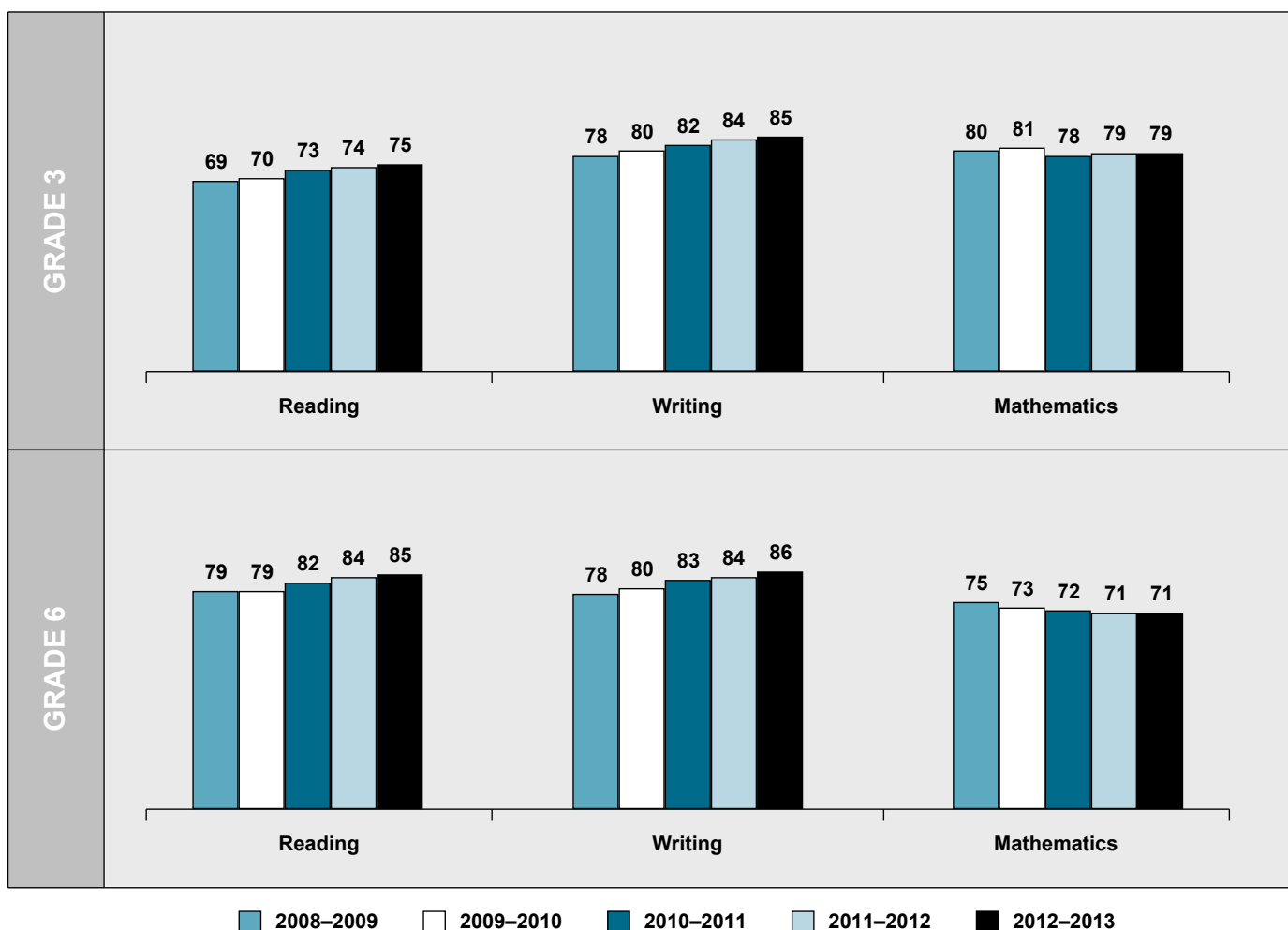
Board Name: York Region DSB (66095)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	26%	21%
Students with special education needs (excluding gifted)	10%	15%
First language learned at home other than English	46%	42%
Number of schools	170	168

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Grade 3 reading and writing*	6 530	6 553	6 773	6 681	6 996
Grade 3 mathematics	7 521	7 630	7 917	8 001	8 421
Grade 6	7 939	7 990	8 152	8 440	8 538

*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**



**Education Quality and
Accountability Office**



2 Carlton Street, Suite 1200, Toronto ON M5B 2M9

Telephone: 1-888-327-7377 Web site: www.eqao.com

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