Ontario Student Achievement

English-Language Students

2017
2018

EQAO's Provincial Elementary School Report

Results of the 2017–2018 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6)

Education Quality and Accountability Office

EQAO

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 and well-being.

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 in a manner that embraces diversity and moves beyond tolerance and celebration to inclusivity.

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MESSAGE FROM THE CHAIR OF THE BOARD OF DIRECTORS

Dave Cooke
Chair, Board of Directors

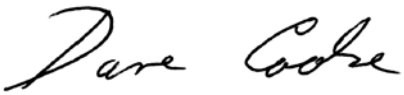
On behalf of the Board of Directors of the Education Quality and Accountability Office (EQAO), I am pleased to present *Ontario Student Achievement: EQAO's Provincial Elementary School Report: Results of the 2017–2018 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6).*

It is important for Ontario to conduct province-wide assessments of students' literacy and math skills at key stages of their learning. Assessments of this kind contribute to accountability, equity and continuous improvement in the education system. They lead to important conversations about teaching philosophies, strategies and resources. The evolution of these discussions and the decisions they bring about can yield significant changes at the student, school, board and provincial levels. EQAO data offer important information that teachers and educators can use to identify where additional programs and supports may be needed to improve students' academic achievement. Education represents the second-largest expenditure in Ontario's budget, and it is appropriate that independent evaluations gauge the effectiveness of this investment.

The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) measure achievement in the areas of literacy and math across the curriculum, to help us understand achievement trends in elementary schools. The primary-division assessment offers important benchmark data that ground subsequent analyses of cohort trends. Likewise, the junior-division assessment offers insights into learning patterns during a child's development.

An independent agency of the Government of Ontario, EQAO provides data that bring attention to trends and topics in education that require further consideration. This year's assessment results in elementary schools show a continued decline in math achievement, which suggests the Ontario's Renewed Math Strategy is not having the intended impact. Reading results continue to improve, and while writing is stronger in Grade 6, there is a decline in this area among students in Grade 3.

EQAO data are just one source of information among several others that can help build a comprehensive understanding of student achievement in Ontario. Parents, teachers, administrators, researchers and policy-makers can use these data—along with information from classrooms, schools, boards and communities—to ask questions about our publicly funded education system and make adjustments that benefit students.



Dave Cooke
Chair, Board of Directors

MESSAGE FROM THE CEO

Norah Marsh
Chief Executive Officer

On behalf of EQAO, it is my pleasure to present the provincial-level results of the 2017–2018 primary- and junior-division Assessments of Reading, Writing and Mathematics. EQAO is committed to supporting student success by releasing independent data that bring attention to trends in student achievement in Ontario.

Each year, EQAO releases its provincial data to give Ontarians a snapshot of student achievement in relation to expectations outlined in *The Ontario Curriculum.* These snapshots are enabled through the partnership of Ontario educators, whose support and expertise are critical to the development, administration and scoring of EQAO's large-scale assessments.

By assessing achievement at key stages of every student's education, Ontario gains insights into academic performance over time at the individual student, school, school board and provincial levels. EQAO data point to challenges students face in different subject areas but also to academic strengths over time.

For instance, this year's results shed light on some positive trends in Ontario's education system. Three-quarters of students who took the assessment at the elementary level met the provincial reading standard in 2018, and achievement in reading has increased in both Grades 3 and 6 over the past five years.

There are also some trends that will be cause for reflection. EQAO data show that writing achievement in Grade 3 is lower than in Grade 6, and has been decreasing over the past five years. EQAO results from 2016 and 2018 suggest that the junior grades are particularly important to the refinement and maturation of writing skills. In numeracy, the percentage of students meeting the provincial math standard at the elementary level has also been decreasing since 2014, and for the first time in five years, fewer than half of the students who took the test in Grade 6 met the provincial math standard.

Responses to EQAO's Student Questionnaire suggest that a large number of Grades 3 and 6 students are motivated to do their best when they do activities in class. Despite high motivation, a smaller group of Grade 3 and Grade 6 students believe they are good in math. It is encouraging that motivation remains high, as this can help facilitate future academic improvement.

In helping to identify where support is required, EQAO data are an additional tool that can contribute to the development of inclusive improvement plans that will benefit each Ontario student and encourage each child's ongoing success.

Norah Marsh
Chief Executive Officer

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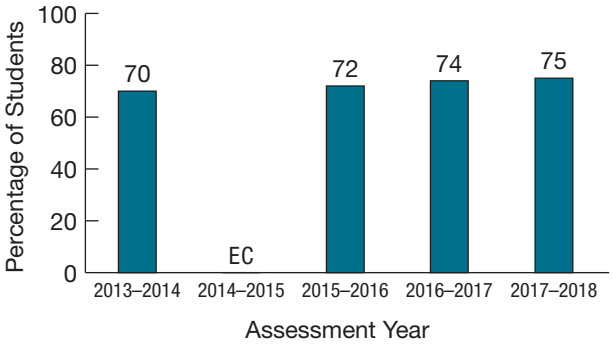
Results at a Glance

PRIMARY DIVISION

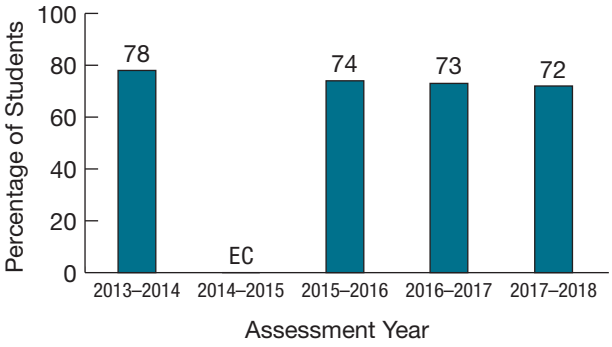
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 127 505	EC	# = 125 484	# = 132 992	# = 132 656
READING	70%	EC	72%	74%	75%
WRITING	78%	EC	74%	73%	72%
MATHEMATICS	67%	EC	63%	62%	61%

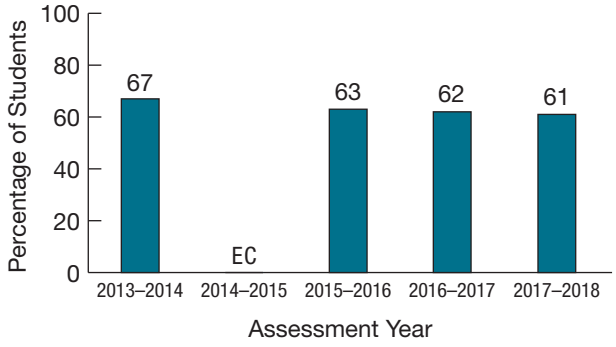
Reading



Writing



Mathematics



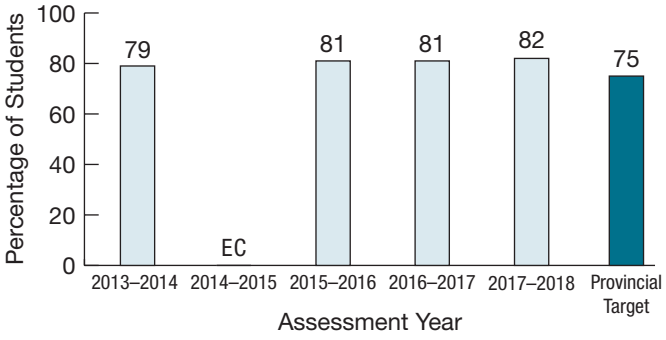
* Refer to the EQAO Web site (www.eqao.com) for data from previous years.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

JUNIOR DIVISION

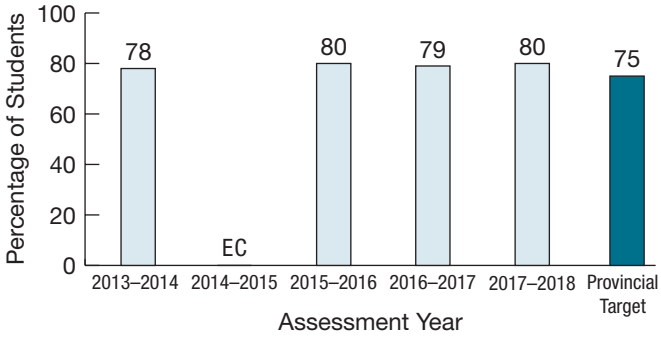
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 127 286	EC	# = 123 685	# = 130 775	# = 132 766
READING	79%	EC	81%	81%	82%
WRITING	78%	EC	80%	79%	80%
MATHEMATICS	54%	EC	50%	50%	49%

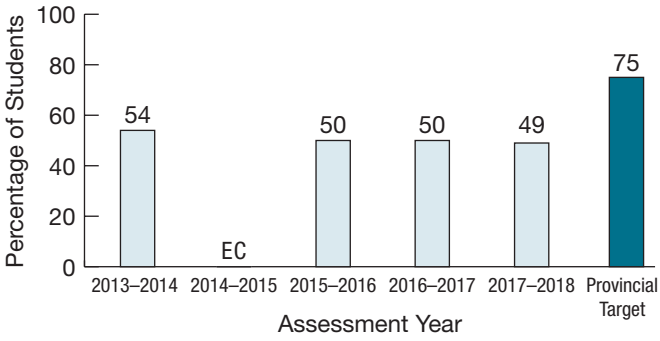
Reading



Writing



Mathematics



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.
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TRACKING STUDENT PROGRESS FROM GRADE 3 IN 2014–2015 TO GRADE 6 IN 2017–2018

English-Language Students

Note:
Provincial-level results for the primary and junior divisions of the English-language school system are not available for 2015. Due to exceptional circumstances, a significant proportion of schools and boards did not participate in the provincial assessments that school year.

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

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
All Grade 3 students	# = 127 505	EC	# = 125 484	# = 132 992	# = 132 656
GENDER*					
Female	49%	EC	49%	49%	49%
Male	51%	EC	51%	51%	51%
STUDENT STATUS*					
English language learners	13%	EC	13%	13%	13%
Students with special education needs (excluding gifted)	17%	EC	17%	18%	18%
LANGUAGE SPOKEN AT HOME BY THE STUDENT*†					
First language learned at home was other than English	22%	EC	22%	22%	22%
Speak only or mostly English	71%	EC	72%	71%	71%
Speak another language (or other languages) as often as English	17%	EC	16%	16%	16%
Speak only or mostly another language (or other languages)	10%	EC	10%	11%	11%
PLACE OF BIRTH*					
Born outside Canada	10%	EC	9%	10%	10%
In Canada less than one year	1%	EC	1%	1%	1%
In Canada one year or more but less than three years	2%	EC	2%	2%	3%
In Canada three years or more	7%	EC	6%	6%	6%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading‡	97%	EC	97%	97%	97%
Students participating in writing‡	97%	EC	97%	97%	97%
Students participating in mathematics‡	97%	EC	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.

† 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 missing information.

‡ 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.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Demographic Information and Participation Rates Over Time, Junior Division

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
All Grade 6 students	# = 127 286	EC	# = 123 685	# = 130 775	# = 132 766
GENDER*					
Female	49%	EC	48%	49%	49%
Male	51%	EC	52%	51%	51%
STUDENT STATUS*					
English language learners†	10%	EC	10%	11%	11%
Students with special education needs (excluding gifted)†	21%	EC	21%	22%	22%
LANGUAGE SPOKEN AT HOME BY THE STUDENT*‡					
First language learned at home was other than English	23%	EC	22%	23%	23%
Speak only or mostly English	74%	EC	74%	72%	73%
Speak another language (or other languages) as often as English	16%	EC	15%	16%	17%
Speak only or mostly another language (or other languages)	8%	EC	8%	8%	8%
PLACE OF BIRTH*					
Born outside Canada	12%	EC	12%	12%	12%
In Canada less than one year	<1%	EC	1%	1%	1%
In Canada one year or more but less than three years	2%	EC	2%	2%	2%
In Canada three years or more	9%	EC	9%	9%	9%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading	98%	EC	97%	97%	97%
Students participating in writing	98%	EC	97%	97%	97%
Students participating in mathematics	98%	EC	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 missing information.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

QUESTIONNAIRE RESULTS OVER TIME

The following tables provide results for items from the questionnaires completed by students, teachers and principals during the 2017–2018 assessments. For the full teacher and principal questionnaire results for the province, see the EQAO Web site, www.eqao.com, under "Results."

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

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Grade 3 students who completed the questionnaire	# = 60 219	EC	# = 59 170	# = 62 721	# = 61 939	# = 62 944	EC	# = 61 384	# = 65 256	# = 64 373
Percentage of students who answered "most of the time" to the following statements:†										
I like to read.	54%	EC	53%	51%	51%	41%	EC	42%	40%	41%
I am a good reader.	66%	EC	66%	65%	65%	62%	EC	63%	62%	62%
I am able to understand difficult reading passages.	27%	EC	27%	28%	27%	30%	EC	31%	32%	30%
I do my best when I do reading activities in class.	77%	EC	77%	77%	76%	69%	EC	69%	68%	67%
I like to write.	59%	EC	60%	54%	58%	43%	EC	45%	40%	43%
I am a good writer.	56%	EC	57%	55%	55%	43%	EC	44%	42%	43%
I am able to communicate my ideas in writing.	44%	EC	46%	45%	46%	41%	EC	43%	42%	43%
I do my best when I do writing activities in class.	76%	EC	76%	73%	75%	66%	EC	67%	63%	66%

* 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" and "sometimes."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

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

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Grade 6 students who completed the questionnaire	# = 60 506	EC	# = 58 364	# = 61 577	# = 62 073	# = 62 683	EC	# = 61 087	# = 64 445	# = 64 350
Percentage of students who answered "most of the time" to the following statements:†										
I like to read.	56%	EC	54%	53%	51%	39%	EC	38%	37%	36%
I am a good reader.	70%	EC	71%	71%	71%	64%	EC	64%	64%	64%
I am able to understand difficult reading passages.	40%	EC	40%	41%	41%	42%	EC	42%	43%	42%
I do my best when I do reading activities in class.	74%	EC	76%	78%	77%	65%	EC	66%	68%	66%
I like to write.	53%	EC	55%	51%	54%	30%	EC	31%	28%	30%
I am a good writer.	49%	EC	51%	50%	50%	36%	EC	35%	34%	34%
I am able to communicate my ideas in writing.	53%	EC	54%	53%	55%	44%	EC	45%	44%	45%
I do my best when I do writing activities in class.	74%	74%	76%	75%	77%	63%	EC	64%	63%	64%

* 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" and "sometimes."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results: Learning Strategies Used in Reading*

	2013–2014	2014–2015	2015–2016	2016–2017†	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017†	2017–2018
	Female					Male				
Grade 3 students who completed the questionnaire	# = 60 219	EC	# = 59 170	# = 62 721	# = 61 939	# = 62 944	EC	# = 61 384	# = 65 256	# = 64 373
Percentage of students who indicated that they do the following "most of the time" when they read:‡										
Before I start to read, I try to predict what the text will be about.	20%	EC	20%		19%	20%	EC	20%		20%
I make sure I understand what I am reading.	68%	EC	68%	67%	67%	62%	EC	62%	62%	62%
I slow down my reading if it is difficult.	55%	EC	56%		55%	47%	EC	47%		47%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	39%	EC	39%		37%	33%	EC	34%		32%
When I am finished reading, I think about what I have read.	40%	EC	40%		38%	36%	EC	36%		35%

	2013–2014	2014–2015	2015–2016	2016–2017†	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017†	2017–2018
	Female					Male				
Grade 6 students who completed the questionnaire	# = 60 506	EC	# = 58 364	# = 61 577	# = 62 073	# = 62 683	EC	# = 61 087	# = 64 445	# = 64 350
Percentage of students who answered "most of the time" to the following statements:‡										
Before I start to read, I try to predict what the text will be about.	16%	EC	16%		15%	16%	EC	17%		16%
I make sure I understand what I am reading.	75%	EC	76%	75%	75%	67%	EC	68%	68%	68%
I slow down my reading if it is difficult.	63%	EC	62%		62%	51%	EC	51%		51%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	45%	EC	46%		46%	37%	EC	38%		39%
When I am finished reading, I think about what I have read.	44%	EC	43%		41%	37%	EC	37%		37%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.
† In 2016–2017, some items were not included in the questionnaire.
‡ The other response options were "never" and "sometimes."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results: Learning Strategies Used in Writing*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Grade 3 students who completed the questionnaire	# = 60 219	EC	# = 59 170	# = 62 721	# = 61 939	# = 62 944	EC	# = 61 384	# = 65 256	# = 64 373
Percentage of students who answered "most of the time" to the following statements:†										
I organize my ideas before I start to write.	43%	EC	44%	44%	43%	37%	EC	38%	36%	37%
I edit my writing to make it better.	48%	EC	47%	45%	45%	40%	EC	40%	36%	38%
I check my writing for spelling and grammar.	49%	EC	49%	48%	48%	41%	EC	42%	40%	41%

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Grade 6 students who completed the questionnaire	# = 60 506	EC	# = 58 364	# = 61 577	# = 62 073	# = 62 683	EC	# = 61 087	# = 64 445	# = 64 350
Percentage of students who answered "most of the time" to the following statements:†										
I organize my ideas before I start to write.	39%	EC	39%	36%	38%	30%	EC	30%	27%	30%
I edit my writing to make it better.	56%	EC	58%	54%	58%	43%	EC	45%	40%	45%
I check my writing for spelling and grammar.	56%	EC	59%	56%	59%	46%	EC	48%	45%	49%

* 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" and "sometimes."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results: Attitudes Toward Mathematics*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Grade 3 students who completed the questionnaire	# = 60 219	EC	# = 59 170	# = 62 721	# = 61 939	# = 62 944	EC	# = 61 384	# = 65 256	# = 64 373
Percentage of students who answered "most of the time" to the following statements:†										
I like mathematics.	53%	EC	54%	53%	53%	62%	EC	63%	63%	63%
I am good at mathematics.	48%	EC	49%	49%	49%	61%	EC	63%	62%	63%
I am able to answer difficult mathematics questions.	30%	EC	31%	31%	31%	44%	EC	46%	46%	46%
I do my best when I do mathematics activities in class.	79%	EC	80%	78%	80%	77%	EC	78%	75%	77%

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Grade 6 students who completed the questionnaire	# = 60 506	EC	# = 58 364	# = 61 577	# = 62 073	# = 62 683	EC	# = 61 087	# = 64 445	# = 64 350
Percentage of students who answered "most of the time" to the following statements:†										
I like mathematics.	41%	EC	42%	43%	42%	55%	EC	57%	58%	58%
I am good at mathematics.	45%	EC	45%	46%	44%	59%	EC	59%	61%	60%
I am able to answer difficult mathematics questions.	30%	EC	30%	31%	29%	46%	EC	46%	48%	47%
I do my best when I do mathematics activities in class.	75%	EC	77%	77%	78%	75%	EC	77%	77%	78%

* 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" and "sometimes."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results: Learning Strategies Used in Mathematics*

	2013–2014	2014–2015	2015–2016	2016–2017†	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017†	2017–2018
	Female					Male				
Grade 3 students who completed the questionnaire	# = 60 219	EC	# = 59 170	# = 62 721	# = 61 939	# = 62 944	EC	# = 61 384	# = 65 256	# = 64 373
Percentage of students who indicated they do the following "most of the time" when working on a mathematics problem:‡										
I read over the problem first to make sure I know what I am supposed to do.	73%	EC	73%	72%	72%	64%	EC	65%	63%	64%
I think about the steps I will use to solve the problem.	45%	EC	46%	51%	45%	43%	EC	44%	47%	43%
I ask for help if I do not understand the problem.	58%	EC	60%		59%	48%	EC	49%		48%
I check my work for mistakes.	54%	EC	55%		53%	49%	EC	50%		49%
I check my answer to see if it makes sense.	63%	EC	64%		63%	57%	EC	58%		57%

	2013–2014	2014–2015	2015–2016	2016–2017†	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017†	2017–2018
	Female					Male				
Grade 6 students who completed the questionnaire	# = 60 506	EC	# = 58 364	# = 61 577	# = 62 073	# = 62 683	EC	# = 61 087	# = 64 445	# = 64 350
Percentage of students who indicated they do the following "most of the time" when working on a mathematics problem:‡										
I read over the problem first to make sure I know what I am supposed to do.	84%	EC	86%	84%	84%	76%	EC	77%	76%	76%
I think about the steps I will use to solve the problem.	50%	EC	52%	54%	51%	48%	EC	49%	51%	50%
I ask for help if I do not understand the problem.	64%	EC	64%		61%	56%	EC	55%		54%
I check my work for mistakes.	48%	EC	51%		50%	46%	EC	48%		47%
I check my answer to see if it makes sense.	67%	EC	68%		67%	63%	EC	64%		62%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.
† In 2016–2017, some items were not included in the questionnaire.
‡ The other response options were "never" and "sometimes."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results: Out of School Activities*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Grade 3 students who completed the questionnaire	# = 60 219	EC	# = 59 170	# = 62 721	# = 61 939	# = 62 944	EC	# = 61 384	# = 65 256	# = 64 373
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	37%	EC	36%	33%	34%	48%	EC	48%	44%	44%
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	53%	EC	54%	53%	53%	36%	EC	37%	34%	36%
Participate in after-school clubs	28%	EC	29%	29%	29%	24%	EC	25%	24%	25%

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Grade 6 students who completed the questionnaire	# = 60 506	EC	# = 58 364	# = 61 577	# = 62 073	# = 62 683	EC	# = 61 087	# = 64 445	# = 64 350
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	37%	EC	37%	35%	36%	48%	EC	49%	48%	48%
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	50%	EC	49%	49%	50%	32%	EC	30%	29%	32%
Participate in after-school clubs	34%	EC	32%	32%	33%	27%	EC	26%	26%	26%

* 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."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results: Parental Involvement*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Grade 3 students who completed the questionnaire	# = 60 219	EC	# = 59 170	# = 62 721	# = 61 939	# = 62 944	EC	# = 61 384	# = 65 256	# = 64 373
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	53%	EC	55%	58%	53%	44%	EC	46%	49%	44%
Talk about the reading and writing work they do in school	32%	EC	34%	36%	33%	27%	EC	28%	29%	27%
Talk about the mathematics work they do in school	39%	EC	39%	39%	38%	34%	EC	35%	34%	34%
Read together	33%	EC	33%	29%	33%	28%	EC	29%	25%	28%
Look at their school agenda	57%	EC	54%	47%	47%	55%	EC	52%	45%	46%
Use a computer together	15%	EC	15%	15%	13%	15%	EC	15%	16%	14%

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Grade 6 students who completed the questionnaire	# = 60 506	EC	# = 58 364	# = 61 577	# = 62 073	# = 62 683	EC	# = 61 087	# = 64 445	# = 64 350
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	46%	EC	49%	59%	51%	39%	EC	42%	53%	43%
Talk about the reading and writing work they do in school	22%	EC	24%	33%	25%	19%	EC	20%	28%	20%
Talk about the mathematics work they do in school	34%	EC	35%	41%	36%	30%	EC	31%	37%	33%
Read together	7%	EC	7%	7%	8%	8%	EC	8%	7%	9%
Look at their school agenda	31%	EC	29%	25%	24%	33%	EC	29%	26%	25%
Use a computer together	8%	EC	9%	10%	9%	9%	EC	10%	11%	11%

* 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."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

The following tables provide results from a sample of items from the questionnaires completed by teachers and principals during the 2018 administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions.

Teacher Questionnaire Results—Grade 3

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Teachers who completed the questionnaire	# = 6943	EC	# = 6292	# = 6862	# = 6596
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 *The Ontario Curriculum*	63%	EC	56%	60%	59%
The links between EQAO results and instructional and/or assessment strategies	57%	EC	48%	53%	51%
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	83%	EC	80%	82%	81%
Suggestions for what to do at home to support learning	91%	EC	89%	90%	88%
Suggestions for resources to use at home to support learning	88%	EC	86%	86%	85%
Information about their child's progress	95%	EC	93%	94%	93%
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	78%	EC	66%	75%	76%
To identify areas of strength and areas for improvement in elementary programs	80%	EC	69%	77%	76%
To inform planning of elementary programs	68%	EC	57%	65%	63%
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	83%	EC	77%	78%	77%
To inform classroom instruction	88%	EC	84%	85%	84%

* The percentages represent teachers who responded "once" or "2–3 times."
† 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."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Teacher Questionnaire Results—Grade 3 (continued)

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Teachers who completed the questionnaire	# = 6943	EC	# = 6292	# = 6862	# = 6596
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)	67%	EC	70%	71%	69%
Library or resource-centre language materials (e.g., print and audiovisual)	73%	EC	73%	73%	70%
Presentation technology (e.g., interactive whiteboard, LCD projector)	77%	EC	85%	84%	84%
Language instruction materials that they or other teachers at their school developed	72%	EC	71%	71%	70%
Language instruction materials that their board or other boards developed	54%	EC	52%	51%	49%
Language instruction materials that the Ministry of Education developed	56%	EC	54%	54%	51%
Commercial language instruction materials	65%	EC	65%	66%	64%
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)	56%	EC	62%	62%	61%
Tools to help with writing (e.g., dictionaries, checklists, graphic organizers)	88%	EC	87%	87%	85%
Internet (e.g., to access information)	61%	EC	67%	68%	68%
Percentage of teachers who indicated that they "sometimes" or "frequently" used the following resources for *mathematics* instruction this year:*					
Computer software (e.g., interactive mathematics games, graphing software)	60%	EC	66%	67%	66%
Library or resource-centre mathematics materials (e.g., print and audiovisual)	40%	EC	40%	42%	42%
Presentation technology (e.g., interactive whiteboard, LCD projector)	72%	EC	80%	80%	80%
Mathematics instruction materials that they or other teachers at their school developed	71%	EC	73%	74%	73%
Mathematics instruction materials that their board or other boards developed	56%	EC	56%	58%	57%
Mathematics instruction materials that the Ministry of Education developed	60%	EC	59%	61%	60%
Commercial mathematics instruction materials	70%	EC	69%	71%	70%

* The other response options were "not available," "never" and "occasionally."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Teacher Questionnaire Results—Grade 3 (continued)

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Teachers who completed the questionnaire	# = 6943	EC	# = 6292	# = 6862	# = 6596
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)					
Percentage of teachers who indicated that they "sometimes" or "frequently" asked that their students use the following resources during *mathematics-related* activities this year:*					
Calculators	36%	EC	34%	36%	34%
Concrete manipulatives (e.g., cubes, tiles)	95%	EC	94%	94%	93%
Computer software (e.g., interactive mathematics games, graphing software)	64%	EC	69%	71%	70%
The Internet (e.g., to access statistics or other sources of mathematical information)	38%	EC	40%	41%	41%

* The other response options were "not available," "never" and "occasionally."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Teacher Questionnaire Results—Grade 6

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Teachers who completed the questionnaire	# = 5797	EC	# = 5224	# = 5693	# = 5467
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 *The Ontario Curriculum*	57%	EC	50%	55%	53%
The links between EQAO results and instructional and/or assessment strategies	53%	EC	44%	50%	47%
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	76%	EC	72%	75%	74%
Suggestions for what to do at home to support learning	85%	EC	82%	84%	83%
Suggestions for resources to use at home to support learning	81%	EC	79%	81%	80%
Information about their child's progress	93%	EC	92%	94%	92%
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	77%	EC	66%	75%	73%
To identify areas of strength and areas for improvement in elementary programs	79%	EC	68%	77%	75%
To inform planning of elementary programs	65%	EC	55%	63%	62%
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	75%	EC	74%	75%	75%
To inform classroom instruction	82%	EC	80%	81%	80%

* The percentages represent teachers who responded "once" or "2–3 times."
† 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."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Teacher Questionnaire Results—Grade 6 (continued)

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Teachers who responded to the questionnaire*	# = 5387	EC	# = 4767	# = 5223	# = 4957
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)	87%	EC	91%	91%	92%
Library or resource-centre language materials (e.g., print and audiovisual)	71%	EC	72%	70%	68%
Presentation technology (e.g., interactive whiteboard, LCD projector)	86%	EC	92%	92%	93%
Language instruction materials that they or other teachers at their school developed	73%	EC	74%	75%	74%
Language instruction materials that their board or other boards developed	54%	EC	53%	53%	51%
Language instruction materials that the Ministry of Education developed	56%	EC	52%	53%	51%
Commercial language instruction materials	63%	EC	61%	62%	62%
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)	85%	EC	89%	91%	92%
Tools to help with writing (e.g., dictionaries, checklists, graphic organizers)	93%	EC	92%	92%	91%
Internet (e.g., to access information)	89%	EC	92%	93%	94%

* Only teachers who teach language responded to this section of the questionnaire.
† The other response options were "not available," "never" and "occasionally."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Teacher Questionnaire Results—Grade 6 (continued)

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Teachers who responded to the questionnaire*	# = 5231	EC	# = 4676	# = 5199	# = 4936
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)					
Percentage of teachers who indicated that they "sometimes" or "frequently" used the following resources for *mathematics* instruction this year:†					
Computer software (e.g., interactive mathematics games, graphing software)	62%	EC	67%	68%	70%
Library or resource-centre mathematics materials (e.g., print and audiovisual)	35%	EC	36%	39%	37%
Presentation technology (e.g., interactive whiteboard, LCD projector)	80%	EC	86%	85%	87%
Mathematics instruction materials that they or other teachers at their school developed	73%	EC	76%	77%	77%
Mathematics instruction materials that their board or other boards developed	58%	EC	58%	60%	61%
Mathematics instruction materials that the Ministry of Education developed	61%	EC	60%	61%	62%
Commercial mathematics instruction materials	71%	EC	70%	70%	69%
Percentage of teachers who indicated that they "sometimes" or "frequently" asked that their students use the following resources during *mathematics-related* activities this year:†					
Calculators	87%	EC	86%	85%	85%
Concrete manipulatives (e.g., cubes, tiles)	91%	EC	90%	91%	91%
Computer software (e.g., interactive mathematics games, graphing software)	61%	EC	67%	68%	69%
The Internet (e.g., to access statistics or other sources of mathematical information)	49%	EC	55%	57%	57%

* Only teachers who teach mathematics responded to this section of the questionnaire.
† The other response options were "not available," "never" and "occasionally."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Principal Questionnaire Results Over Time

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Elementary school principals who completed the questionnaire	# = 3137	EC	# = 2338	# = 2121	# = 2564
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	87%	EC	85%	86%	86%
To identify areas of strength and areas for improvement in elementary programs	96%	EC	93%	96%	94%
To guide school improvement initiatives	96%	EC	93%	95%	96%
To identify what resources are needed and to support their acquisition	64%	EC	60%	61%	60%
To support change in teaching practices	84%	EC	81%	83%	82%
To communicate with parents and guardians about student achievement	78%	EC	71%	73%	70%
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)	46%	EC	50%	54%	55%
Extended science- and technology-related activities (e.g., science fair)	37%	EC	49%	50%	55%
Extended reading activities (e.g., book club, school-wide reading period)	67%	EC	66%	61%	63%
Extended writing activities (e.g., writing contest)	39%	EC	39%	35%	37%
Extended speaking activities (e.g., school radio, debate club, play, poetry recital)	50%	EC	54%	48%	50%
Other extended learning activities (e.g., chess club, concert, trivia challenge, guest speaker)	80%	EC	81%	77%	80%

* The percentages for this question are based on the number of principals who indicated that they used EQAO data.
† The other response options were "not at all" and "to a small extent."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Principal Questionnaire Results Over Time (continued)

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Elementary school principals who completed the questionnaire	# = 3137	EC	# = 2338	# = 2121	# = 2564
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 *The Ontario Curriculum*	19%	EC	18%	24%	24%
Helping parents and guardians understand the link between EQAO results and the school improvement plan	24%	EC	19%	27%	27%
Being responsive to the needs of individual parents and guardians (e.g., flexible meeting times)	73%	EC	73%	70%	72%
Keeping parents and guardians informed about school activities	84%	EC	85%	81%	83%
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	26%	EC	18%	24%	25%
Participate in school activities for parents, guardians and families	68%	EC	72%	67%	68%
Show support for teachers' efforts	84%	EC	83%	79%	80%
Volunteer in classroom activities	71%	EC	73%	66%	66%
Work collaboratively with teachers to ensure that students met learning goals	64%	EC	67%	61%	62%

* The other response options were "we struggled with this" and "somewhat successful."
† The other response options were "not at all" and "to a small extent."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Achievement Results: Primary Division

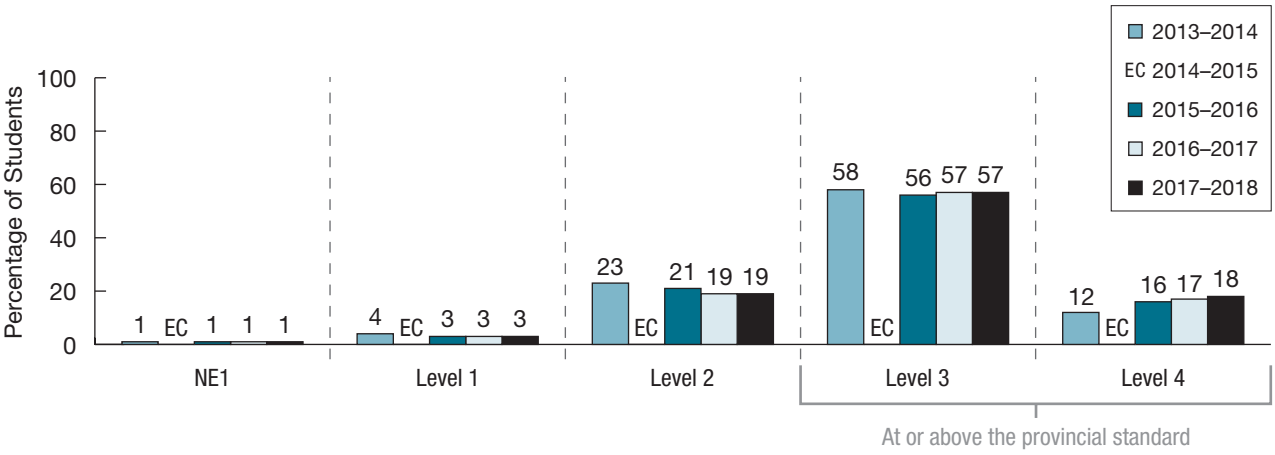
Achievement Results: Primary Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 3 Students Over Time*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 122 018	EC	# = 118 838	# = 126 016	# = 125 213
Level 4	12%	EC	16%	17%	18%
Level 3	58%	EC	56%	57%	57%
Level 2	23%	EC	21%	19%	19%
Level 1	4%	EC	3%	3%	3%
NE1	1%	EC	1%	1%	1%
No Data	1%	EC	1%	1%	1%
Exempt	2%	EC	3%	3%	2%
At or Above the Provincial Standard†	70%	EC	72%	74%	75%

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

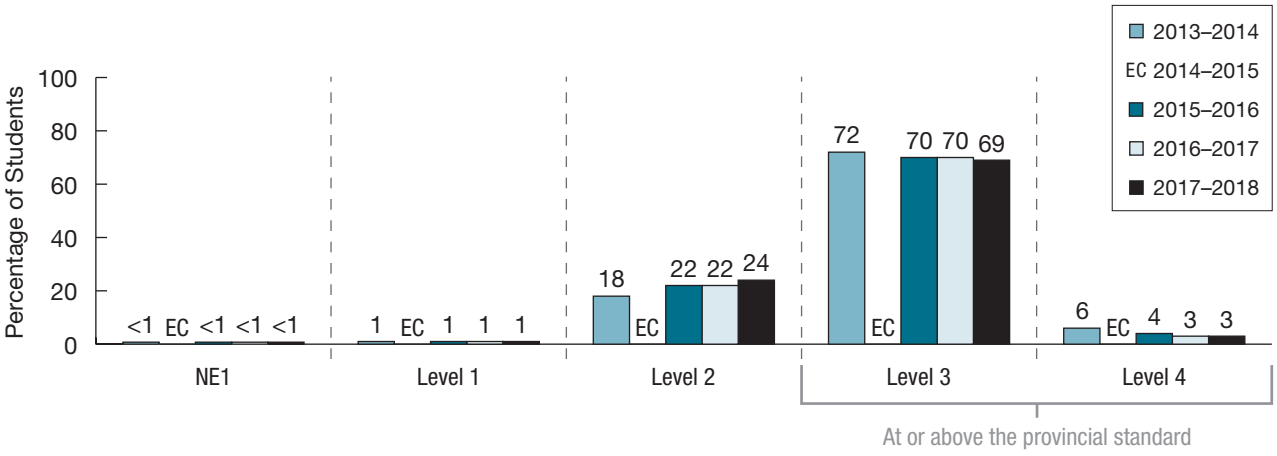


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
Note: See the Explanation of Terms.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Writing: Results for All Grade 3 Students Over Time*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 122 018	EC	# = 118 860	# = 126 036	# = 125 213
Level 4	6%	EC	4%	3%	3%
Level 3	72%	EC	70%	70%	69%
Level 2	18%	EC	22%	22%	24%
Level 1	1%	EC	1%	1%	1%
NE1	<1%	EC	<1%	<1%	<1%
No Data	1%	EC	1%	1%	1%
Exempt	2%	EC	2%	2%	2%
At or Above the Provincial Standard†	78%	EC	74%	73%	72%

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

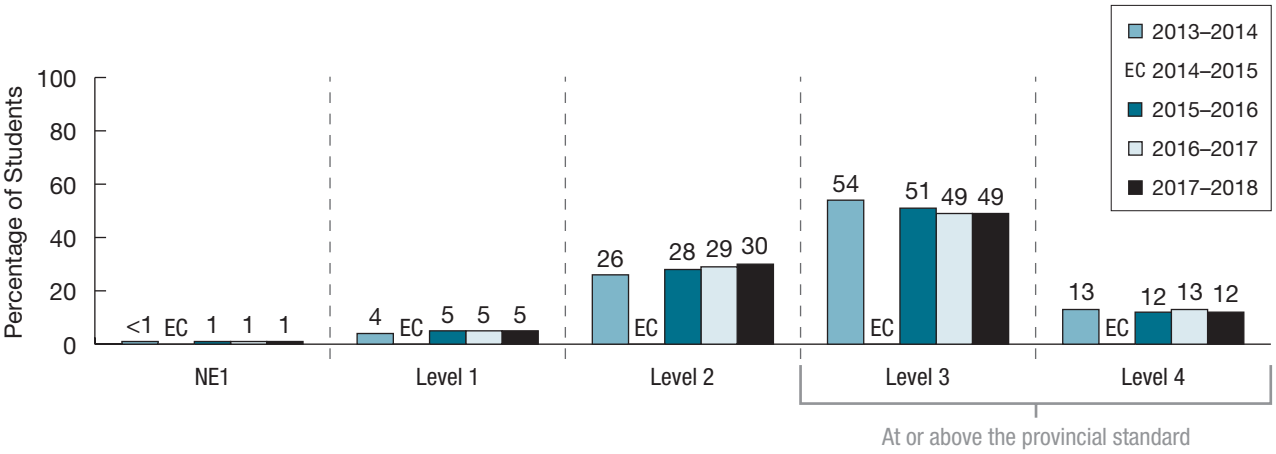


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Mathematics: Results for All Grade 3 Students Over Time*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 127 504	EC	# = 125 471	# = 132 983	# = 132 656
Level 4	13%	EC	12%	13%	12%
Level 3	54%	EC	51%	49%	49%
Level 2	26%	EC	28%	29%	30%
Level 1	4%	EC	5%	5%	5%
NE1	<1%	EC	1%	1%	1%
No Data	1%	EC	1%	1%	1%
Exempt	2%	EC	2%	2%	2%
At or Above the Provincial Standard†	67%	EC	63%	62%	61%

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



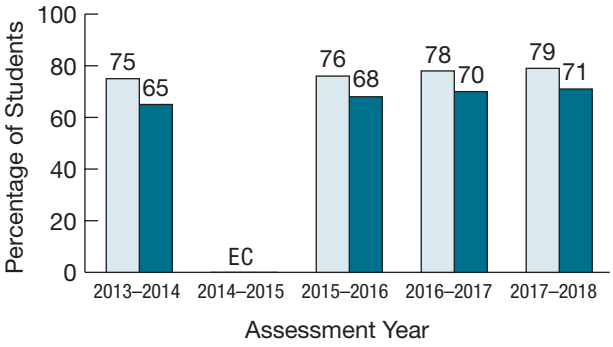
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

RESULTS BY GENDER

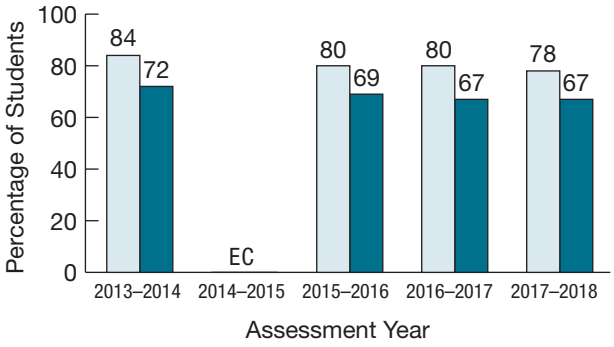
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time*†

	2013–2014				2014–2015				2015–2016				2016–2017				2017–2018			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	58 763	75%	63 255	65%	EC	EC	EC	EC	57 356	76%	61 482	68%	60 812	78%	65 204	70%	60 493	79%	64 720	71%
WRITING	58 763	84%	63 255	72%	EC	EC	EC	EC	57 363	80%	61 497	69%	60 817	80%	65 219	67%	60 493	78%	64 720	67%
MATHEMATICS	61 864	67%	65 640	66%	EC	EC	EC	EC	61 090	63%	64 381	63%	64 685	62%	68 298	63%	64 587	60%	68 069	61%

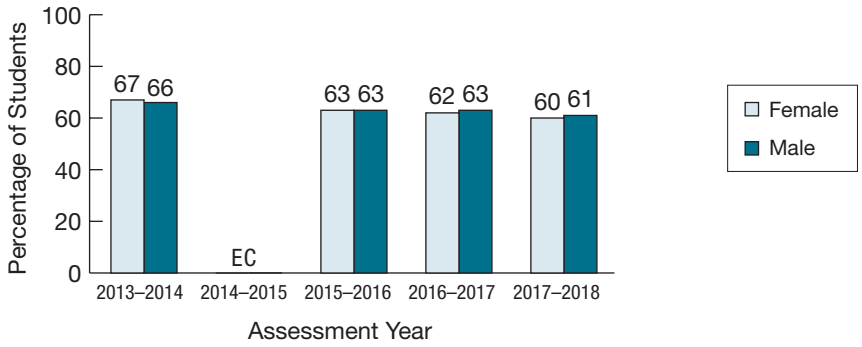
Reading



Writing



Mathematics



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

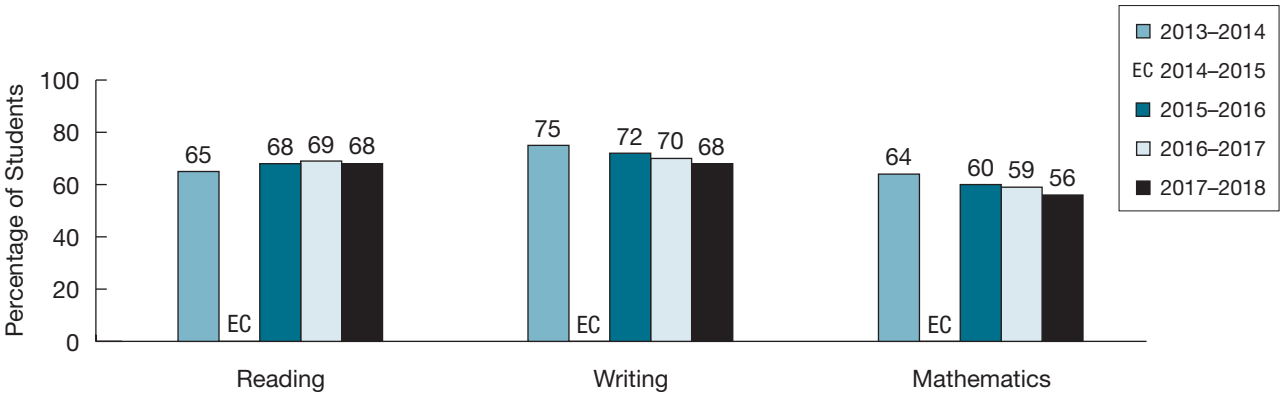
† Some Grade 3 French Immersion students did not write all components of the assessment; the percentages shown are based on the number of students who were expected to write each component.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

RESULTS BY STUDENT STATUS

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

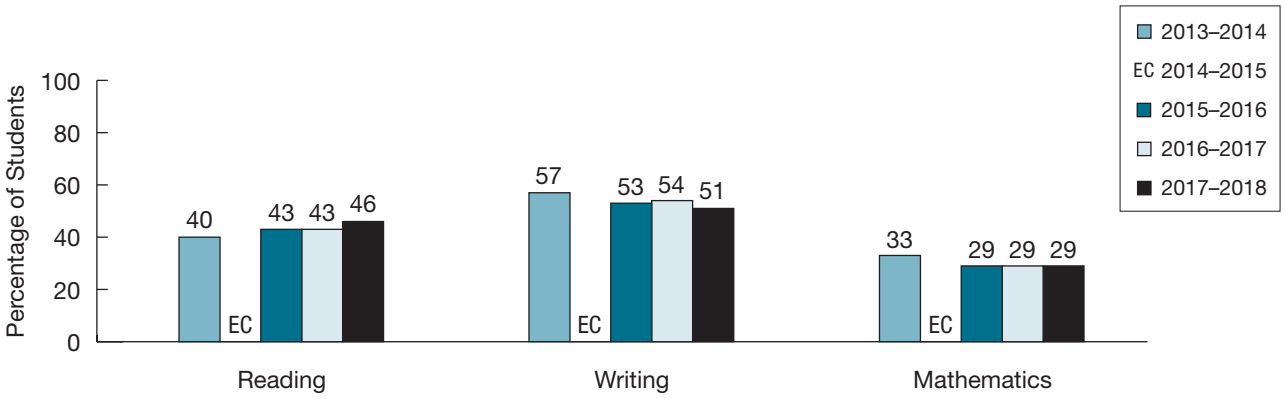
	2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	16 262	65%	EC	EC	15 784	68%	17 475	69%	17 074	68%
WRITING	16 262	75%	EC	EC	15 784	72%	17 475	70%	17 074	68%
MATHEMATICS	16 406	64%	EC	EC	16 010	60%	17 849	59%	17 484	56%



* See the Explanation of Terms.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

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

	2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	21 671	40%	EC	EC	21 412	43%	23 610	43%	23 296	46%
WRITING	21 671	57%	EC	EC	21 430	53%	23 630	54%	23 296	51%
MATHEMATICS	21 965	33%	EC	EC	21 824	29%	24 076	29%	23 789	29%



* See the Explanation of Terms.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Achievement Results: Junior Division

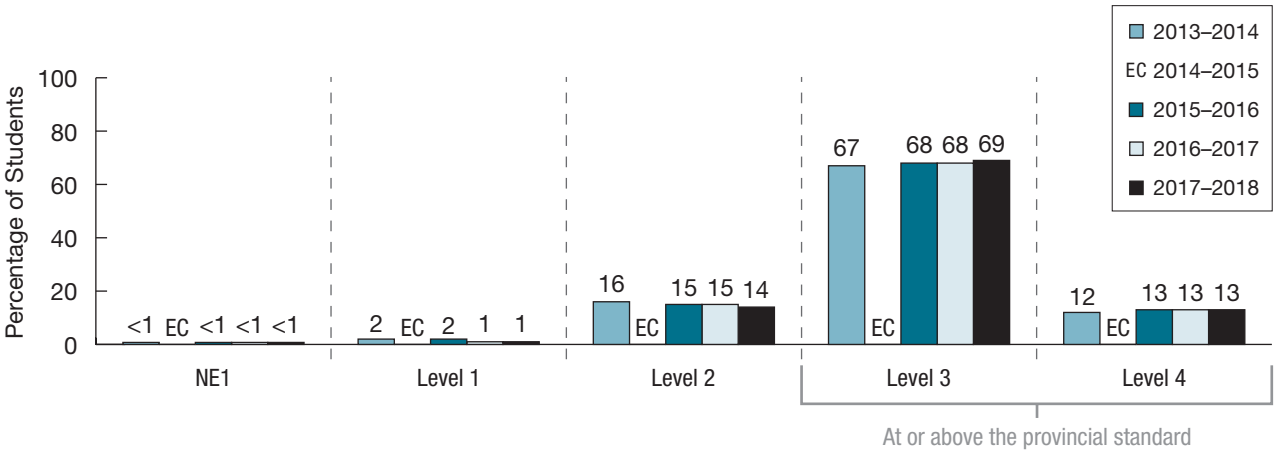
Achievement Results: Junior Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 6 Students Over Time*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 127 261	EC	# = 123 592	# = 130 767	# = 132 766
Level 4	12%	EC	13%	13%	13%
Level 3	67%	EC	68%	68%	69%
Level 2	16%	EC	15%	15%	14%
Level 1	2%	EC	2%	1%	1%
NE1	<1%	EC	<1%	<1%	<1%
No Data	<1%	EC	1%	1%	1%
Exempt	2%	EC	2%	2%	2%
At or Above the Provincial Standard†	79%	EC	81%	81%	82%

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

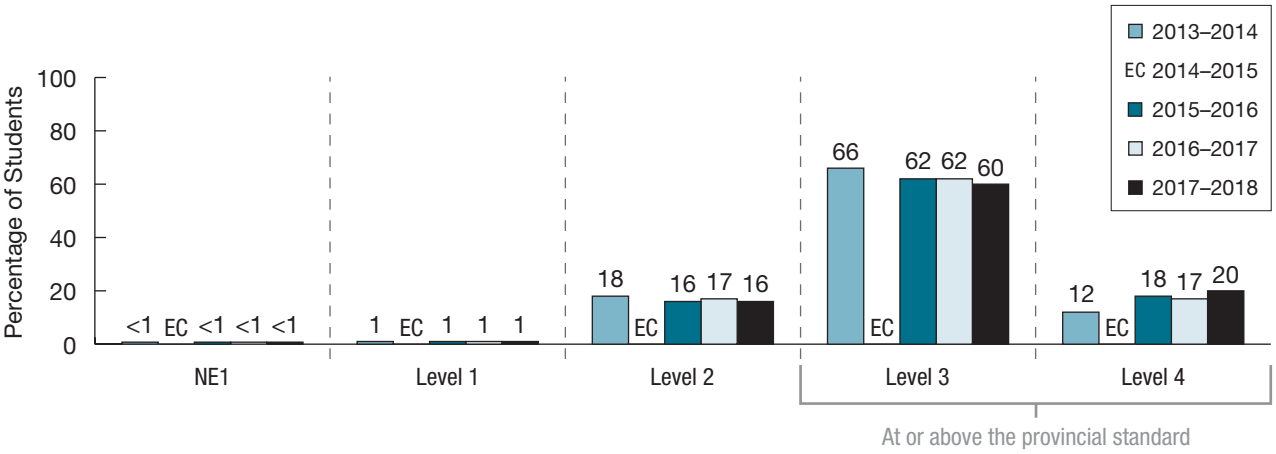


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
Note: See the Explanation of Terms.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Writing: Results for All Grade 6 Students Over Time*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 127 207	EC	# = 123 617	# = 130 773	# = 132 766
Level 4	12%	EC	18%	17%	20%
Level 3	66%	EC	62%	62%	60%
Level 2	18%	EC	16%	17%	16%
Level 1	1%	EC	1%	1%	1%
NE1	<1%	EC	<1%	<1%	<1%
No Data	1%	EC	1%	1%	1%
Exempt	2%	EC	2%	2%	2%
At or Above the Provincial Standard†	78%	EC	80%	79%	80%

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

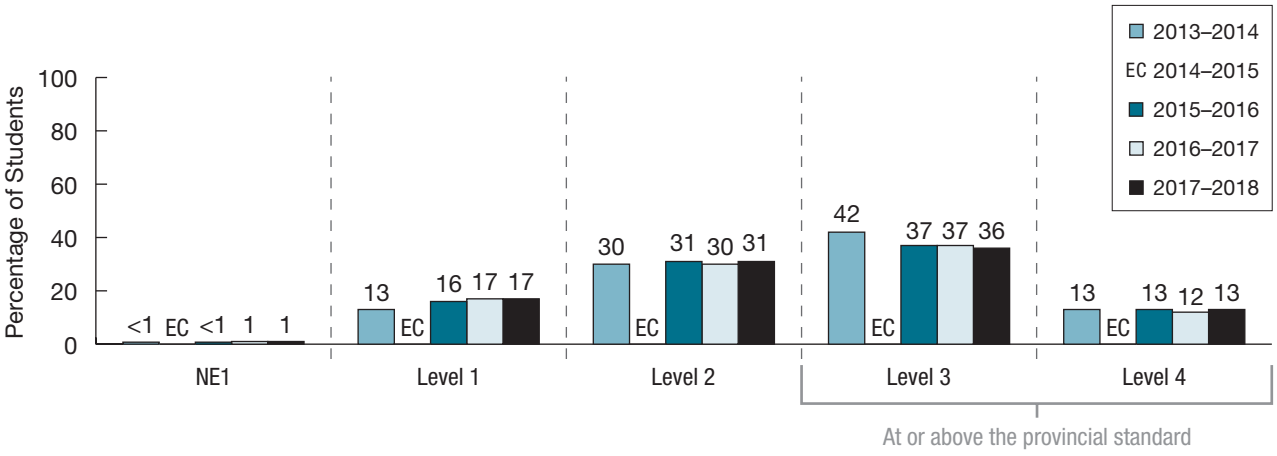


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Mathematics: Results for All Grade 6 Students Over Time*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 127 286	EC	# = 123 666	# = 130 652	# = 132 766
Level 4	13%	EC	13%	12%	13%
Level 3	42%	EC	37%	37%	36%
Level 2	30%	EC	31%	30%	31%
Level 1	13%	EC	16%	17%	17%
NE1	<1%	EC	<1%	1%	1%
No Data	1%	EC	1%	1%	1%
Exempt	2%	EC	2%	2%	2%
At or Above the Provincial Standard†	54%	EC	50%	50%	49%

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



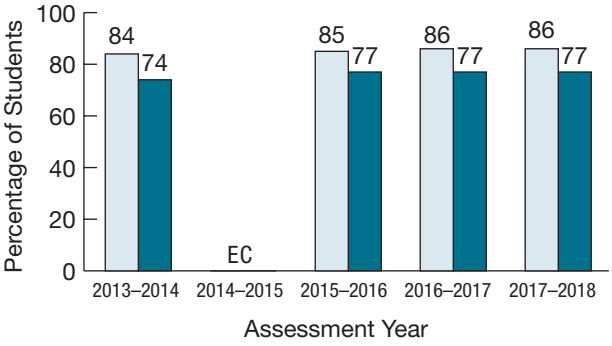
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

RESULTS BY GENDER

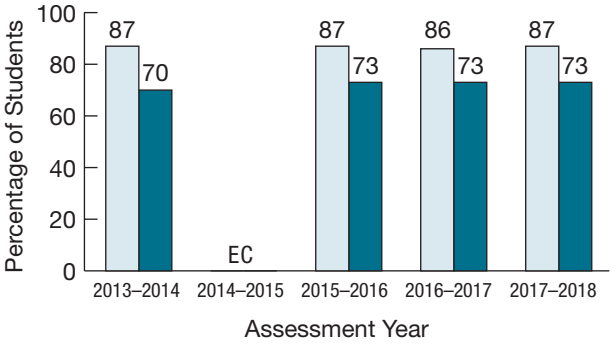
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

	2013–2014				2014–2015				2015–2016				2016–2017				2017–2018			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	62 042	84%	65 218	74%	EC	EC	EC	EC	59 914	85%	63 678	77%	63 443	86%	67 324	77%	64 627	86%	68 138	77%
WRITING	62 012	87%	65 194	70%	EC	EC	EC	EC	59 927	87%	63 690	73%	63 445	86%	67 328	73%	64 627	87%	68 138	73%
MATHEMATICS	62 052	56%	65 233	52%	EC	EC	EC	EC	59 944	50%	63 722	50%	63 378	49%	67 274	50%	64 627	49%	68 138	48%

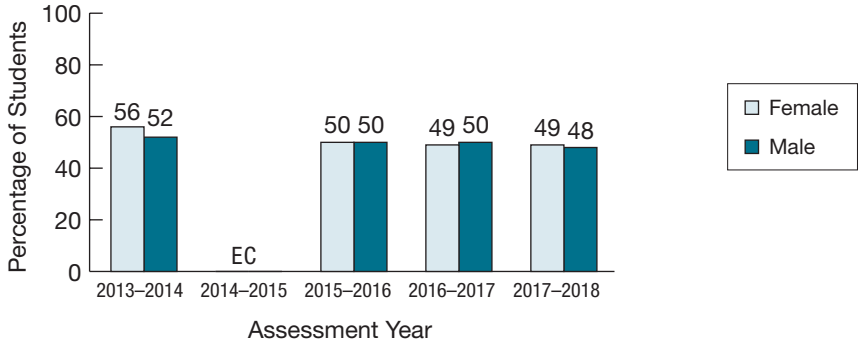
Reading



Writing



Mathematics

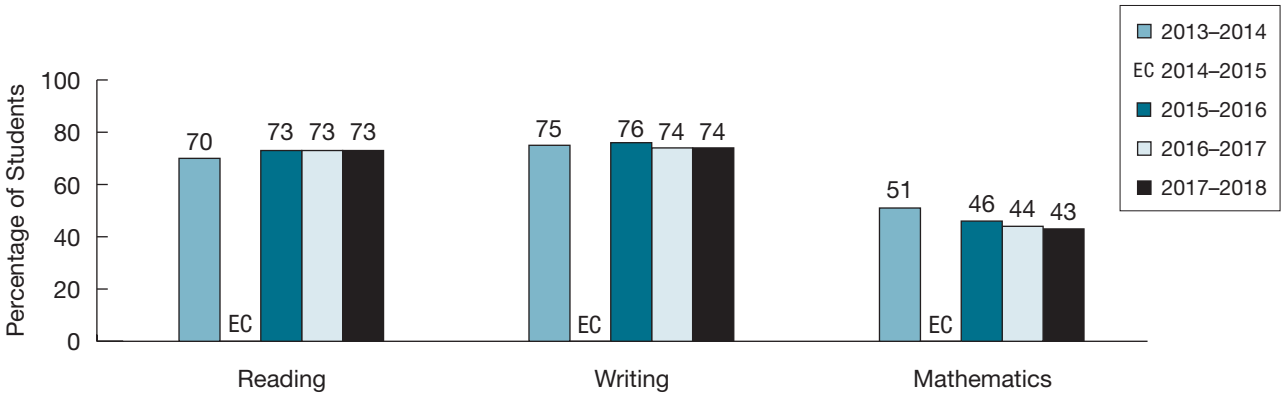


* Results by gender include only those students for whom gender data were available.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

RESULTS BY STUDENT STATUS

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

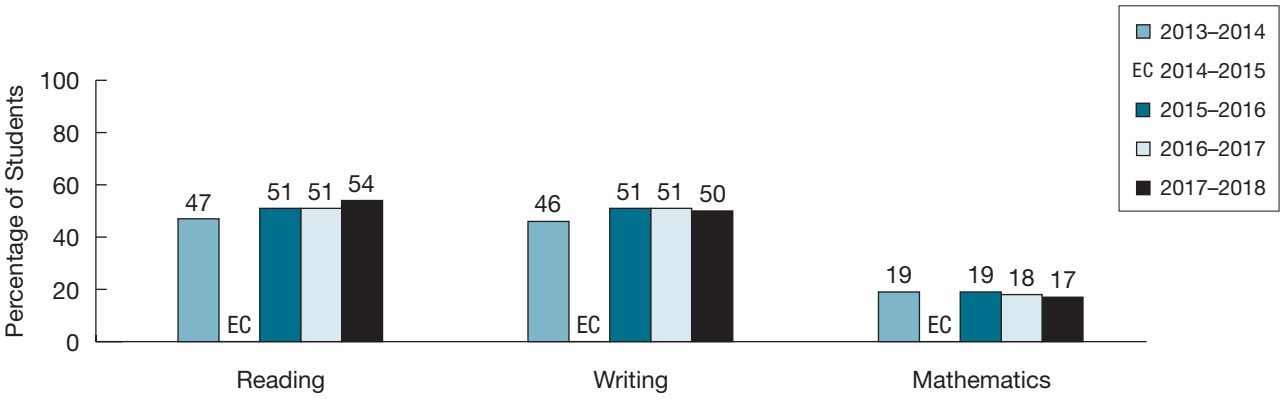
	2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	12 479	70%	EC	EC	12 549	73%	14 238	73%	14 532	73%
WRITING	12 475	75%	EC	EC	12 568	76%	14 238	74%	14 532	74%
MATHEMATICS	12 481	51%	EC	EC	12 568	46%	14 238	44%	14 532	43%



* See the Explanation of Terms.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

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

	2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	26 432	47%	EC	EC	26 457	51%	28 338	51%	28 757	54%
WRITING	26 428	46%	EC	EC	26 467	51%	28 344	51%	28 757	50%
MATHEMATICS	26 445	19%	EC	EC	26 497	19%	28 323	18%	28 757	17%



* See the Explanation of Terms.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Summary of Findings

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions

- Over the past five years, the percentage of Grade 3 students who achieved at or above the provincial reading standard has increased by five percentage points, from 70% to 75%, but has decreased by six percentage points for the writing standard (from 78% to 72%) and the mathematics standard (from 67% to 61%). Since 2016–2017, these percentages have increased by one point in reading and decreased by one point in writing and mathematics.
- Over the past five years, the percentage of Grade 6 students who achieved at or above the provincial standard has increased by three percentage points in reading, from 79% to 82%, and by two percentage points in writing, from 78% to 80%. It has decreased in mathematics from 54% to 49%, a five-percentage-point drop. Since 2016–2017, these percentages have increased by one point in reading and writing and decreased by one point in mathematics.

Groups of Interest

- For the past five years, the gender gap in Grade 3 reading and writing has been in favour of female students: the difference has been between eight and 10 points in reading and between 11 and 13 points in writing. In mathematics, the percentages of female and male students at the provincial standard have been nearly even over this same time frame.
- Similarly, in Grade 6, the gender gap in reading and writing has been in favour of female students over the past five years: the difference has been between eight and 10 points in reading and between 13 and 17 points in writing. In contrast, the percentages of boys and girls at or above the provincial standard for mathematics have been relatively even over the past five years.
- For English language learners, the percentages of Grades 3 and 6 students meeting the provincial standard have each increased by three percentage points in reading since 2013–2014. By comparison, the percentages of Grade 3 students meeting the standard in writing and in mathematics have decreased by seven and eight percentage points respectively since 2013–2014. In Grade 6, the percentage of students meeting the standard has been relatively stable in writing; in mathematics, it has declined by eight percentage points since 2013–2014.
- Among students with special education needs, there have been observable gains in reading. In Grade 3, there has been a six-point increase in the percentage of students meeting the provincial standard in reading since 2013–2014. In contrast, there has been a six-point decline in writing and a four-point decline in mathematics in the percentages of students meeting the provincial standard over the same time period.
- Similarly, among students with special education needs in Grade 6, there has been a seven-point increase in the percentage of students at or above the provincial standard in reading since 2013–2014. Over the same time frame, there has been a four-point decline in writing and a two-point decline in mathematics in the percentage of students meeting the provincial standard.

Questionnaire Results

- Among Grade 3 students, larger percentages of female than male students indicated that they like to read (51% vs. 41%) and write (58% vs. 43%), and that they feel they are good readers (65% vs. 62%) and writers (55% vs. 43%). The reverse was observed in mathematics, where larger percentages of male than female students responded positively to the statements “I like mathematics” (63% vs. 53%) and “I am good at mathematics” (63% vs. 49%). In all three subjects, however, larger percentages of female students indicated “most of the time” to the statements related to doing their best in class.
- These same patterns held for students in Grade 6. Greater shares of female than male students responded ”most of the time” to the statements “I like to read” (51% vs. 36%), “I am a good reader” (71% vs. 64%), “I like to write” (54% vs. 30%) and “I am a good writer” (50% vs. 34%). Greater proportions of male than female students agreed with the statement “I like mathematics” (58% vs. 42%), “I am good at mathematics” (60% vs. 44%) and “I am able to answer difficult mathematics questions” (47% vs. 29%). For the past three years, however, the percentages of female and male students who indicated “most of the time” to the statement “I do my best when I do mathematics activities in class” were the same (78% this year).
- Students’ motivation and confidence in their math ability have remained relatively stable over the past five years, as measured by the questionnaire.

Explanation of Terms

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

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.

NE1
"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.

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 statistical analyses of student response data to identify student response patterns that suggest the possibility of collusion between two or more students.

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 giving all students the opportunity to reach their highest possible level of achievement and well-being.

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 in a manner that embraces diversity and moves beyond tolerance and celebration to inclusivity.

Education Quality and Accountability Office

EQAO

2 Carlton Street, Suite 1200, Toronto ON M5B 2M9
Telephone: 1-888-327-7377 Web site: www.eqao.com

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