

Highlights of the Provincial Results

Ontario Secondary School Literacy Test, 2010–2011
English-Language Students

Highlights of the Results of the 2010–2011 OSSLT

First-Time Eligible Students

- This year, of the 153 635 students who were eligible to take the test for the first time,
 - 143 246 (93%) wrote the test
 - 7152 (5%) had their participation deferred to a later administration
 - 3237 (2%) were absent
- Of the 143 246 first-time eligible students who wrote the test,
 - 118 961 (83%) were successful
 - 24 285 (17%) were unsuccessful

Previously Eligible Students

- This year, of the 54 243 students who had previously been eligible to take the test,
 - 29 539 (54%) wrote the test
 - 11 918 (22%) fulfilled the literacy credit by participating in the Ontario Secondary School Literacy Course
 - 7049 (13%) had their participation deferred to a later administration
 - 5737 (11%) were absent
- Of the 29 539 previously eligible students who wrote the test, 49% (14 607) were successful and 51% (14 932) were unsuccessful.

Success Rates over Five Years for Fully Participating First-Time Eligible Students



Tracking Progress in Literacy from Grade 3 Through Grade 6 to Grade 10

The following pie charts show the OSSLT outcomes of this year's Grade 10 students compared to their results in reading and writing when they were in Grade 3 in 2004 and Grade 6 in 2007.

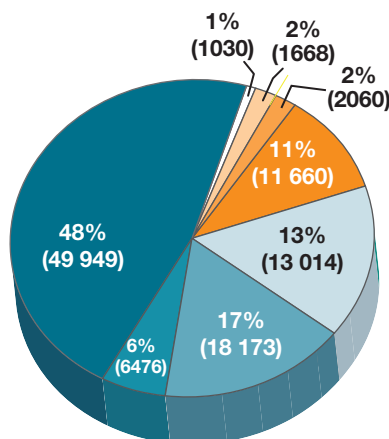
The percentages in the charts are based on the number of students who could be tracked, including those who participated, were exempted or did not provide enough work to be scored in Grades 3 and 6. Specifically, of the 153 635 students who were eligible to write the OSSLT in Grade 10 this year, 108 773 (71%) had been in the Ontario school system for the provincial tests in Grade 3 and Grade 6. Of these 108 773 students, 104 030 students wrote the OSSLT this year, 2807 had their participation deferred to a later administration and 1936 were absent on the day of the test.

The charts below are divided into eight slices, representing the eight possible ways the 104 030 students who wrote the OSSLT could have progressed from the Grade 3 to the Grade 6 assessment and to the OSSLT.

Linking Grades 3 and 6 Reading Achievement to OSSLT Outcome

Successful on the OSSLT

- Met standard in Gr. 3 and Gr. 6 and were successful on OSSLT (49 949)
- Met standard in Gr. 3 but not in Gr. 6 and were successful on OSSLT (6476)
- Did not meet standard in Gr. 3 but did in Gr. 6 and were successful on OSSLT (18 173)
- Met standard in neither Gr. 3 nor Gr. 6 but were successful on OSSLT (13 014)



Unsuccessful on the OSSLT

- Met standard in Gr. 3 and Gr. 6 but were unsuccessful on OSSLT (1030)
- Met standard in Gr. 3 but not in Gr. 6 and were unsuccessful on OSSLT (1668)
- Did not meet standard in Gr. 3 but did in Gr. 6 and were unsuccessful on OSSLT (2060)
- Met standard in neither Gr. 3 nor Gr. 6 and were unsuccessful on OSSLT (11 660)

Key Findings: A Focus on Reading

Of the 104 030 students who wrote the OSSLT,

- **49 949 (48%) were successful and had also met the provincial reading standard in both Grade 3 and Grade 6.** This indicates that students who meet the provincial standard early are well positioned to maintain their high achievement as they progress in their schooling.

What do we know about these students?

- 46 253 (93%) were enrolled in the academic English course, 3512 (7%) were in the applied English course and 33 (<1%) were in a locally developed course
- 2094 (4%) had special education needs
- 29 915 (56%) were girls and 22 034 (44%) were boys
- 26 844 (55%) reported reading less than three hours a week outside school (48 707 of 49 949 students answered this question)

- **37 663 (36%) were successful even though they had struggled at some point in their elementary education, having not met the provincial reading standard in Grade 3, Grade 6 or both.** This indicates that identifying struggling students early and providing support can make a difference.

What do we know about these students?

- 26 364 (70%) were enrolled in the academic English course, 10 824 (29%) were in the applied English course and 326 (1%) were in a locally developed course
- 6958 (18%) had special education needs
- 20 516 (54%) were boys and 17 147 (46%) were girls
- 25 007 (68%) reported reading less than three hours a week outside school (36 529 of 37 663 students answered this question)

- **11 660 (11%) were unsuccessful and had also met the provincial reading standard in neither Grade 3 nor Grade 6.** These data reinforce the need to provide personalized interventions for struggling students at every stage of their schooling.

What do we know about these students?

- 7844 (67%) were enrolled in the applied English course, 2002 (17%) were in the academic English course and 1655 (14%) were in a locally developed course
- 6409 (55%) had special education needs
- 7248 (62%) were boys and 4412 (38%) were girls
- 9396 (83%) reported reading less than three hours a week outside school (11 277 of 11 660 students answered this question)

Of the 2807 students who had their participation deferred to a later administration,

- 327 (12%) had met the reading standard in both Grade 3 and Grade 6
- 320 (11%) had not met the reading standard in Grade 3 but had in Grade 6
- 221 (8%) had met the reading standard in Grade 3 but not in Grade 6
- 1939 (69%) had met the reading standard in neither Grade 3 nor Grade 6

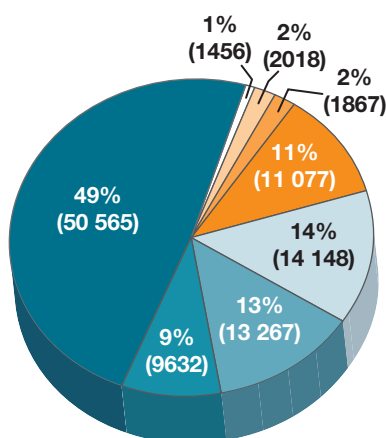
What do we know about these students?

- 1146 (41%) were enrolled in a locally developed course, 1077 (38%) were in the applied English course and 336 (12%) were in the academic English course
- 1798 (64%) had special education needs
- 1776 (63%) were boys and 1031 (37%) were girls

Linking Grades 3 and 6 Writing Achievement to OSSLT Outcome

Successful on the OSSLT

- Met standard in Gr. 3 and Gr. 6 and were successful on OSSLT (50 565)
- Met standard in Gr. 3 but not in Gr. 6 and were successful on OSSLT (9632)
- Did not meet standard in Gr. 3 but did in Gr. 6 and were successful on OSSLT (13 267)
- Met standard in neither Gr. 3 nor Gr. 6 but were successful on OSSLT (14 148)



Unsuccessful on the OSSLT

- Met standard in Gr. 3 and Gr. 6 but were unsuccessful on OSSLT (1456)
- Met standard in Gr. 3 but not in Gr. 6 and were unsuccessful on OSSLT (2018)
- Did not meet standard in Gr. 3 but did in Gr. 6 and were unsuccessful on OSSLT (1867)
- Met standard in neither Gr. 3 nor Gr. 6 and were unsuccessful on OSSLT (11 077)

The Education Quality and Accountability Office (EQAO) acts as a catalyst for increasing the success of Ontario students by measuring their achievement in reading, writing and mathematics against a common curriculum benchmark. As an independent provincial agency, EQAO plays a pivotal role by conducting province-wide tests at key points in every student's primary, junior and secondary education and reporting the results. The objective and reliable facts that EQAO obtains add to the current knowledge about student learning and are an important tool for improvement at the individual, school and provincial levels.

For more information on the OSSLT, visit www.eqao.com.

Education Quality and Accountability Office

