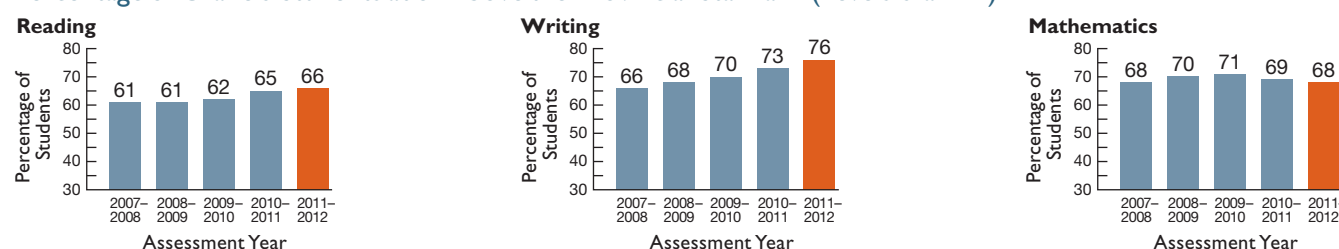


Comparison of Results Over Time

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3)

- There were 126 455 Grade 3 students at the time of the 2011–2012 assessment.
- This assessment measures the reading, writing and mathematics skills *The Ontario Curriculum* expects students to have learned by the end of Grade 3.

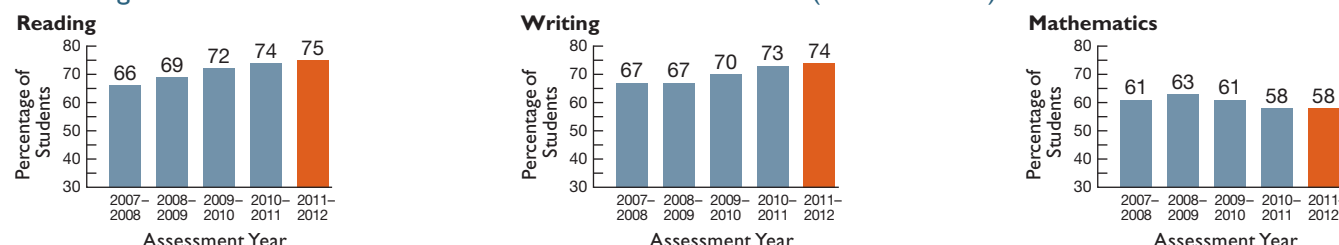
Percentage of Grade 3 Students at or Above the Provincial Standard (Levels 3 and 4)



Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6)

- There were 129 477 Grade 6 students at the time of the 2011–2012 assessment.
- This assessment measures the reading, writing and mathematics skills *The Ontario Curriculum* expects students to have learned by the end of Grade 6.

Percentage of Grade 6 Students at or Above the Provincial Standard (Levels 3 and 4)



Grade 9 Assessment of Mathematics

- There were 97 741 Grade 9 students enrolled in the academic course and 41 799 in the applied course at the time of the 2011–2012 assessment.
- This assessment measures the mathematics skills *The Ontario Curriculum* expects students to have learned by the end of Grade 9. Separate versions of the assessment are administered to students in the academic and the applied courses.

Percentage of Grade 9 Students at or Above the Provincial Standard (Levels 3 and 4)



Tracking Student Progress from Grade 3 in 2009 to Grade 6 in 2012

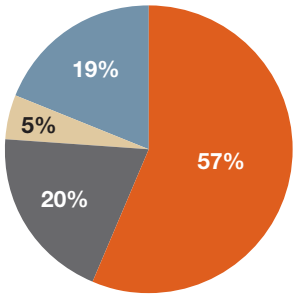
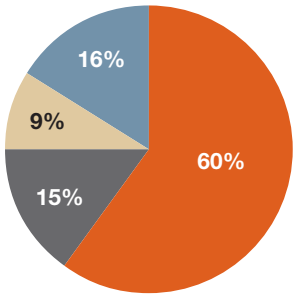
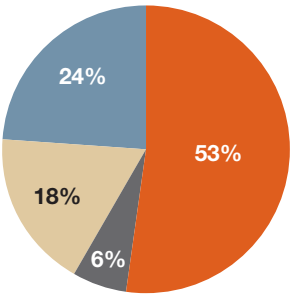
Early Identification of Students Who Are Not Meeting the Standard in Grade 3 Is Key for Their Success in Grade 6

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

The pie charts below compare the junior-division assessment results of students who were in Grade 6 in 2012 with their results on the primary-division assessment when they were in Grade 3 in 2009. The percentages are based on all tracked students in the cohort, including those who participated, those who were exempted and those who provided no work to be scored. There were 129 477 Grade 6 students in 2012.

The pie charts have been divided into four categories to reflect the four possible ways students can progress from one assessment to the next:

- **Maintained Standard**—Met the provincial standard in Grade 3 and Grade 6
- **Rose to Standard**—Did not meet the standard in Grade 3 but met it in Grade 6
- **Dropped from Standard**—Met the standard in Grade 3 but did not meet it in Grade 6
- **Never Met Standard**—Did not meet the standard in Grade 3 and also did not in Grade 6

READING From Grade 3 in 2009 to Grade 6 in 2012	WRITING From Grade 3 in 2009 to Grade 6 in 2012	MATHEMATICS From Grade 3 in 2009 to Grade 6 in 2012
		
 Maintained Standard Rose to Standard Dropped From Standard Never Met Standard		
The reading results for the 115 185 tracked students are as follows: ■ 57% (65 146) met the provincial standard in Grade 3 and Grade 6; ■ 20% (22 526) did not meet the standard in Grade 3 but met it in Grade 6; ■ 5% (5291) met the standard in Grade 3 but did not meet it in Grade 6 and ■ 19% (22 222) did not meet the standard in Grade 3 and also did not in Grade 6.	The writing results for the 115 186 tracked students are as follows: ■ 60% (68 664) met the provincial standard in Grade 3 and Grade 6; ■ 15% (17 717) did not meet the standard in Grade 3 but met it in Grade 6; ■ 9% (10 153) met the standard in Grade 3 but did not meet it in Grade 6 and ■ 16% (18 652) did not meet the standard in Grade 3 and also did not in Grade 6.	The mathematics results for the 118 666 tracked students are as follows: ■ 53% (62 672) met the provincial standard in Grade 3 and Grade 6; ■ 6% (6897) did not meet the standard in Grade 3 but met it in Grade 6; ■ 18% (21 203) met the standard in Grade 3 but did not meet it in Grade 6 and ■ 24% (27 894) 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.

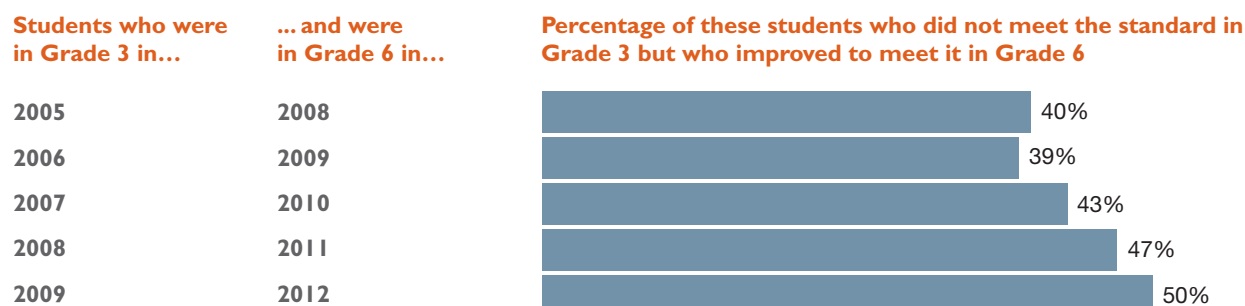
Students “Rising to the Standard” from Grade 3 to Grade 6

Notable Improvement Over the Past Five Years

Ontario’s school system has been getting better at the early identification and support of students who are not meeting literacy expectations, though this is not the case with mathematics. Over the past five years, there has been an increase in the proportion of students who did not meet the provincial reading and writing standard when in Grade 3 but who improved to meet it in Grade 6. There has been a decline in this proportion for mathematics.

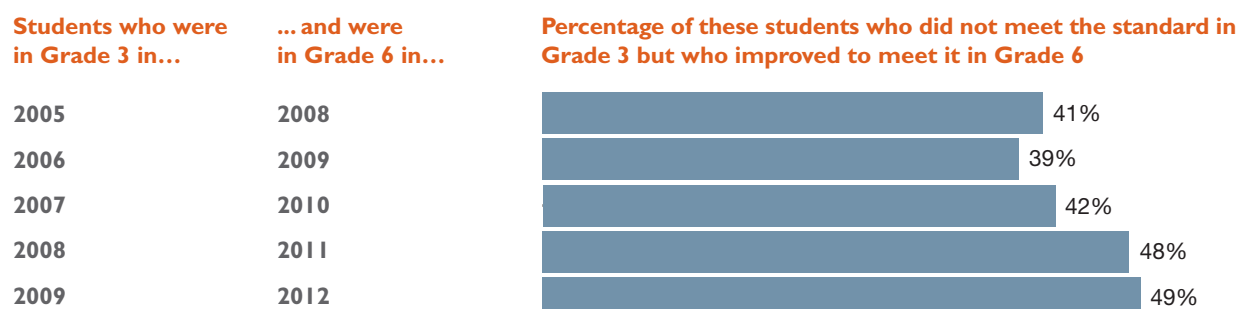
Reading

The proportion of students who did not meet the **reading** standard when in Grade 3 but improved to meet it in Grade 6 has increased by 10 percentage points, from 40% to 50%, over the past five years.



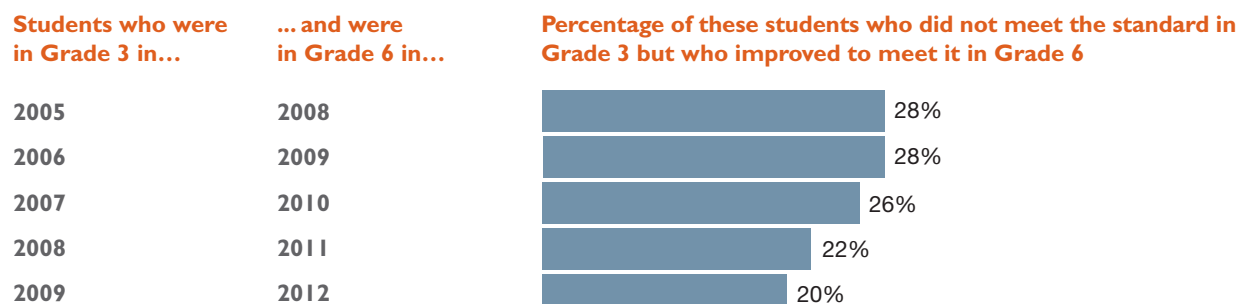
Writing

The proportion of students who did not meet the **writing** standard when in Grade 3 but improved to meet it in Grade 6 has increased by eight percentage points, from 41% to 49%, over the past five years.



Mathematics

The same kind of progress has not, however, been seen in **mathematics**. The proportion of students improving to meet the standard in Grade 6 has actually decreased by eight percentage points, from 28% to 20%, over the past five years. This finding is of particular significance given that EQAO analyses have consistently shown that students who do not meet the provincial standard early in their schooling—that is, in either Grade 3 or Grade 6, or both—are much more likely to carry those difficulties into Grade 9.



Tracking Progress in Math from Grade 3 Through Grade 6 to Grade 9

Keeping tabs on every student through his or her schooling helps support the progress of all learners

Key Findings: What tracking students from Grade 3 through Grade 6 to Grade 9 tells us:

- **Students who meet the provincial standard early in their schooling are more likely to maintain their high achievement in secondary school.**

Of the students who had met the provincial standard in both Grade 3 and Grade 6, **92%** met it again in Grade 9 in the academic mathematics course and **79%** met it again in Grade 9 in the applied mathematics course.

- **Students who do not meet the provincial standard early in their schooling are more likely to continue not meeting it in later grades.**

Of the students who had not met the provincial standard in Grade 3 and also had not in Grade 6, **53%** did not meet it in Grade 9 in the academic mathematics course and **70%** did not in the applied mathematics course.

- **Pinpointing the needs of students early and providing support makes a difference.**

The large majority of students who had not met the standard in Grade 3 but were supported and improved to meet it in Grade 6 carried that success forward into Grade 9. Of the students who had not met the provincial standard in Grade 3 but had met it in Grade 6, **77%** met it in Grade 9 in the academic mathematics course and **61%** did in the applied mathematics course.

About the Graphs on Following Page

The graphs on the following page show how students who were in the Grade 9 academic and applied math courses in 2012 performed compared to their results when they were in Grade 3 in 2006 and Grade 6 in 2009.

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. Specifically

- of the 97 741 students enrolled in the Grade 9 academic course in 2012, 80 270 (82%) could be tracked in Grade 3 and Grade 6.
- of the 41 799 students enrolled in the Grade 9 applied course in 2012, 30 119 (72%) could be tracked in Grade 3 and Grade 6.

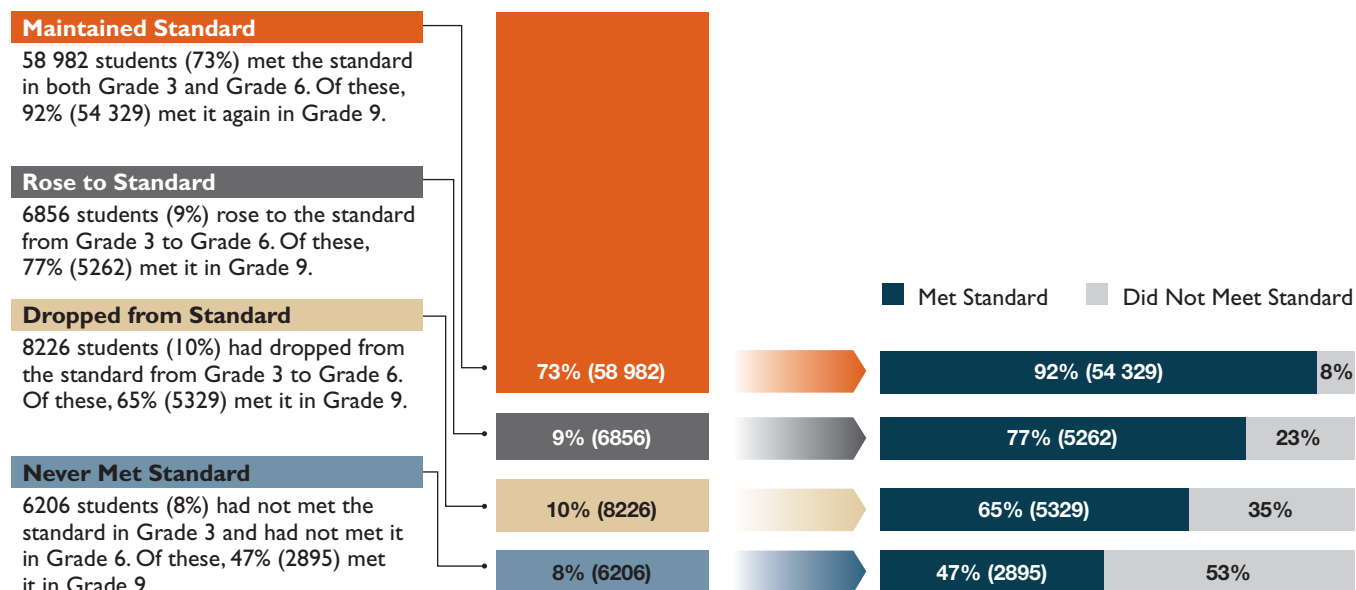
Their achievement from Grade 3 to Grade 6 is illustrated through four different categories:

- **Maintained Standard**
- **Rose to Standard**
- **Dropped from Standard**
- **Never Met Standard**

ACADEMIC MATHEMATICS COURSE



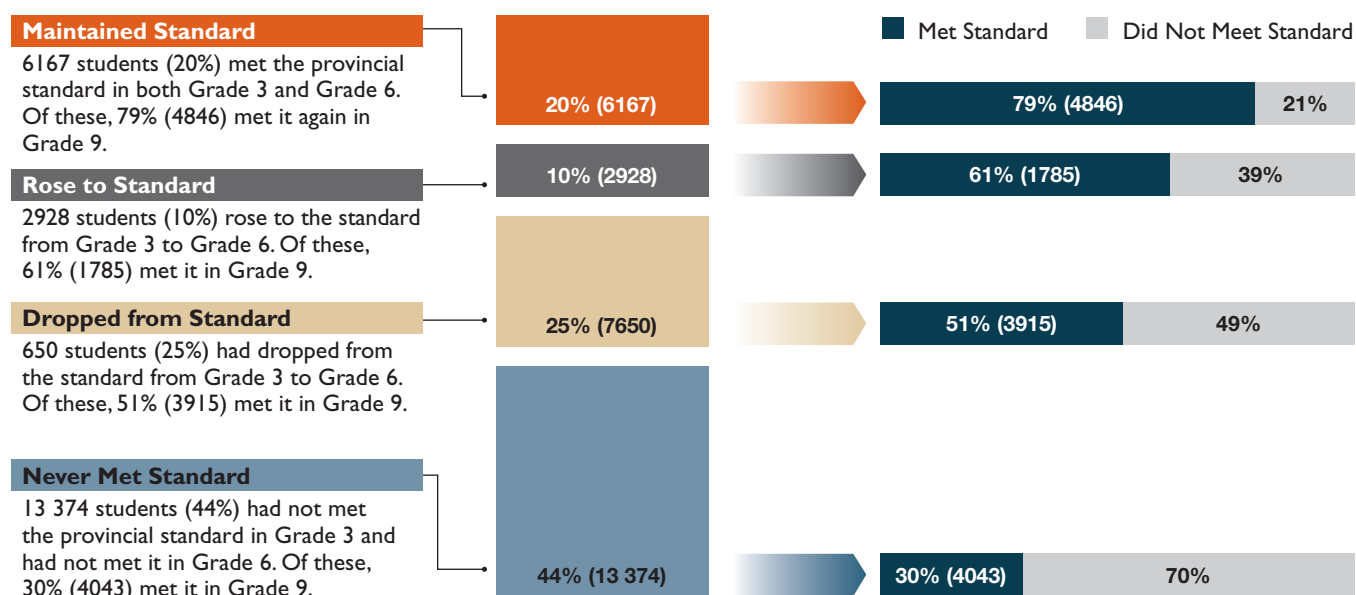
Number of students in the cohort: 80 270



APPLIED MATHEMATICS COURSE



Number of students in the cohort: 30 119



Please visit www.eqao.com for more information.

About EQAO

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.

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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