

A Teacher's Resource for Large-Scale Assessments

EQAO CONNECTS

WEBMAG

Issue 2, 2009

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE



Welcome



**By Marguerite Jackson,
Chief Executive Officer**

It is in the spirit of service to educators across the province that we have put together this "Back to School" issue. I hope that its rich and diverse content will help you in your work as you embark on this new school year.

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Coffee Break



Interview with Dr. Bette Stephenson, Director Emeritus of EQAO Board of Directors and former Ontario Education Minister

Dr. Stephenson is known for her long record of breaking new ground and her steadfast commitment to the betterment of education. In April 2009, EQAO established the Dr. Bette M. Stephenson Recognition of Achievement program in her honour to celebrate the success of Ontario schools. Her interview and the tribute video about her exceptional career are sure to be an inspiration to all.

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View from the Front of the Class



Simple Yet Effective

The Strategies That Made All the Difference

In 2005, Father Joseph Venini Catholic School's primary-division EQAO results in reading, writing and math sat at 35%, 47% and 31% respectively. In 2008, the success rates reached exemplary levels: 81% in reading and 89% in writing and mathematics. Grade 3 teachers Andre Doiron and Patti Muir talk about the strategies that made all the difference.

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The Key to Good Assessments



Developing Good Open-Response Reading Test Questions

Educators who want to create high-quality classroom test questions will gain valuable insight from the development process for EQAO's large-scale assessments. Find out about the steps that will help you develop more effective open-response reading questions.

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Spotlight



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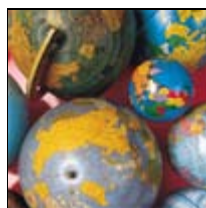


Celebrating the Success of an Ontario School

When the staff at Queen Elizabeth District High School in Sioux Lookout examined their school's EQAO results over time, they observed that students were more easily motivated in some math strands than others. Find out about the successful practices that the school's dedicated staff members use to help their students reach their full potential.

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How Would You Score This?



Try Your Hand at Scoring a Student Response!

Take a look at the following student response to a writing item from the primary division assessment. How would you score it? The item, scoring rubric, annotations and correct score are provided, as are sample student responses at other score codes.

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Welcome



Marguerite Jackson
Chief Executive Officer

Welcome to the "Back to School" issue of *EQAO Connects*. For educators and students across the province and in many countries around the world, September marks the beginning of a new cycle. It is a time of hope and great expectations, a time when, as educators, we renew our commitment to help students on their journey of learning, and a time to make a positive difference in their lives.

It is in this spirit of service that we have designed this issue. I hope that its rich and diverse content will help you in your work as you embark on this new school year.

We are pleased to present an interview with Dr. Bette Stephenson, Director Emeritus of EQAO's board of directors and former Ontario education minister. Dr. Stephenson's unwavering dedication to the field of education and passion for lifelong learning is sure to resonate with many of our readers. Earlier this year, EQAO launched the Dr. Bette M. Stephenson Recognition of Achievement program in her honour. The program celebrates school communities whose collective efforts have resulted in notable student achievement as demonstrated by EQAO provincial assessment results. It is also our pleasure to include in this issue a tribute video honouring Dr. Stephenson's outstanding career.

One of the motivations that drive *EQAO Connects* is our knowledge that educators long for practical information that can be applied easily in the classroom. In the "Key to Good Assessments" section, you will find useful tips to develop effective open-response reading test questions. Written by EQAO's education officer, Lorraine Giroux, these tips are directly inspired by the processes EQAO uses to develop OSSLT questions. Knowing more about these processes will be helpful to educators who want to create high-quality classroom test questions.

We are also delighted to continue our regular features "View from the Front of the Class" and "Spotlight," which highlight the work of exceptional schools and educators. Our many thanks go to Andre Doiron and Patti Muir, Grade 3 teachers at Father Joseph Venini Catholic School in Oshawa, and to the principal of Queen Elizabeth District High School, Clinton Bruetsch, and his team in Sioux Lookout, for sharing their successful practices with *EQAO Connects*.

Last but not least, I invite you to view our other featured video, "Voices from the Field." At a recent EQAO OSSLT range-finding committee meeting, we asked participating educators from across the province to share their thoughts about the provincial assessments and the benefits of participating on the committee. I am certain that their feedback will be of interest to all our readers. ■

Marguerite Jackson
CEO, EQAO



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Coffee Break



Interview with Dr. Bette Stephenson, Director Emeritus of EQAO Board of Directors and former Ontario Education Minister

Dr. Bette M. Stephenson, director emeritus of EQAO's board of directors, has held a number of posts in the Ontario Cabinet, including that of minister of Education, Colleges and Universities from 1978 to 1985. She was chair of the Learning Opportunities Task Force (from 1997 to 2004), chair of the [Ontario Innovation Trust](#) (OIT) and co-chair of the forerunner of the [Ontario Institute for Cancer Research](#). She is a director emeritus of the [Canadian Institute for Advanced Research](#) and a trustee of the OIT.

Her history of breaking new ground includes her roles as first female director, then chair, of the [Ontario Medical Association](#) (OMA) board of directors. She was the first female president of both the OMA and the [Canadian Medical Association](#) and served on the board of directors of the World Medical Association.

Dr. Stephenson was the first Canadian recipient of the Citation for Outstanding Public Service presented by the Council for Exceptional Children. She was named Officer of the Order of Canada in 1992 and was appointed to the Order of Ontario in 1997. Dr. Stephenson served on the EQAO advisory board from February 1995 to August 1996. She was appointed to the EQAO board of directors in September 1996 and continued until 2008, when she became director emeritus.

In April 2009, the EQAO Board of Directors established the Dr. Bette M. Stephenson Recognition of Achievement program in her honour. Every year, it will recognize school communities whose collective efforts have resulted in notable student achievement as demonstrated by EQAO provincial assessment results. [View the tribute video](#) honouring Dr. Stephenson's outstanding career.

1. In 1995, you were asked to join the EQAO advisory board*. What stands out for you about the work that led to the creation of this agency and Ontario's large-scale assessment program?

I was pleased to be asked to join the EQAO advisory board in February 1995 to work alongside Joan Green, the newly appointed CEO. Joan was instrumental in bringing together information from other jurisdictions where large-scale assessment programs had been put in place, so that we could learn from them.

In developing EQAO's mission statement, we also ensured that *The Ontario Curriculum* was at the heart of the program we were envisioning and that teachers would have an important role to play, as their work is instrumental in delivering the curriculum and in improving the curricular experience for children.

* The EQAO advisory board served from February 1995 to August 1996, prior to the agency's establishment through legislation. The purpose of the advisory board was to establish a policy framework for the agency.



2. What are your proudest accomplishments with respect to your work at EQAO?



What I'm really proud of is the fact that EQAO has established a culture of assessment in Ontario.

Having served as the minister of education for almost seven years, I learned that hard evidence on student achievement identifying areas of weakness and strength would help to guide our improvement planning as a system.

We felt right from the very beginning that the assessments that we carried out and reported on would be of real assistance to the classroom teachers—that these were not to supplant their efforts but to supplement their efforts in assessment and teaching.

3. Your dedication to lifelong learning is evident. You are a founding member and director emeritus of the Canadian Institute for Advanced Research (CIFAR), a groundbreaking institute with a vision to create knowledge that enriches human life, improves understanding of the world and advances the research community in Canada. In your view, which of CIFAR's principles would help educators create an environment that fosters intellectual curiosity and a love of knowledge in the classroom?



CIFAR's approach is interdisciplinary. CIFAR tries to find solutions to the problems society is facing by bringing together scientists from various countries, institutions, disciplines and levels of experience. This cooperative approach is really what has fostered the success of CIFAR.

As a result, we have been able to show that Canada can produce researchers of quality at least equal to those anywhere else in the world. For example, the breakthrough advances we have been seeing in the field of robotics and artificial intelligence are a direct result of CIFAR's initiatives.

And, if there is one thing that could inspire teachers in their teaching, it is to approach their areas of expertise from diverse directions by talking to other teachers at all levels of education and to the people who are specialists in the specific topic they are attempting to teach.

I think teaching would be very positively affected by that kind of integration with others, and children would greatly benefit from it.

4. You have a long record of breaking new ground. What do you suggest to help students facing challenges?

I think teachers have the opportunity to help all children to understand that they can do *anything* they want to do if they're willing to work at it. In other words, students should be encouraged with messages like "if you really want to do something, you can do it. All you have to do is apply yourself, work diligently and decide what it is that you want to contribute."

5. Educators, family physicians and elected officials all serve the community. Being of service to the community can be as daunting as it can be rewarding, and teachers know that all too well. What's the one message you wish to impart to every teacher?

Well, I think they should remember that teaching is a vocation, that it is a service to the community, but it is also a service to the country and a service to humankind. I don't think that you can overestimate the value of the breadth of the service that teachers are providing, nor should you ever underestimate it.

6. Most of us have had that one special teacher who touched our lives in a positive way. Who was that teacher for you, and what was it that made him or her so special?

I had a whole range of special teachers. I don't think I had one that was bad. I learned something from all of them, as a matter of fact.

In high school, I had great math teachers, great history teachers, wonderful French teachers



(I didn't learn to speak French, but I did learn to appreciate it, which I think is important), a great German teacher and a wonderful Latin teacher.

But if I were to pick one, I might choose Connie Anderson, an elementary teacher. She instilled the love of reading and writing in all of us because she obviously enjoyed it so much when she read to us.

7. Do you have any other thoughts that you'd like to share with Ontario educators?

I hope that teachers will continue to be enthusiastic participants in large-scale assessment and help us to move on to the next stage. The next stage I think is identifying struggling children in the early years.

I am really very much committed to the idea that if we start early enough—as early as the age of two—with a combination of large-scale assessment and group activity, we can identify those children who will have difficulties (and there are lots of them) with processing information, not necessarily with their ability to understand information, but the way in which they process it.

I think teachers could determine very early on, if we give them the means, whether a child is able to see the same things that other children see when they look at writing on a board or in a book. ■

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View from the Front of the Class



Simple Yet Effective *The Strategies That Made All the Difference*

Patti Muir and Andre Doiron, Grade 3 teachers

**Father Joseph Venini Catholic School
(Oshawa)**

Durham Catholic District School Board



Father Joseph Venini Catholic School in Oshawa serves 366 students with diverse cultural backgrounds, a large proportion of whom have special education needs or are English language learners. The school population is slowly declining and becoming more transient due to economic changes in the community, for example, the diminishing work at the local General Motors plant.

Despite such circumstances, the school experiences success.

The results from the primary division assessment are exemplary. In 2007–2008, 81% of Father Venini's Grade 3 students were at or above the provincial standard in reading and 89% were at or above the provincial standard in writing and mathematics.

Not long ago, in 2005, the school's success rates for reading, writing and math sat at 35%, 47% and 31% respectively. How does a school go from seeing fewer than half its Grade 3 students meeting the provincial standard to exceeding both the school board and provincial results? The teaching community at Father Venini continuously adapts classroom practice to accommodate new information and new ideas and focus on what works best for students.

In 2005, the team at Father Venini was struggling with the EQAO assessments. The educators were focusing on the accepted best practices for teaching literacy, such as phonics and guided reading, but their efforts were not manifesting results. So what changed?

In-Depth Analysis of EQAO Results

Just about everything. Grade 3 teacher Andre Doiron says: "Before, we reviewed the EQAO results in a general way, but we didn't dig deep. We saw the decline, but that was it."

Patti Muir, a Grade 3 teacher who moved from another primary grade, spearheaded a more systematic examination of the EQAO results, asking questions about the data and what they meant. "We went through the results question by question to identify each area and to better understand what the questions are asking. For example, one question asks how to identify a piece of non-fiction. It's not that it's just 'true,' but that it has a glossary, an index. We hadn't taught our kids how to identify the markers of non-

fiction.” Muir and Doiron sought the expertise of the board literacy consultant and continued to dig into each question.

The Grade 3 team could see that students were struggling with specific comprehension strategies, like making inferences. Once this issue was identified, a proactive and fresh approach followed. To address the issues around making inferences, Muir and Doiron took a multi-pronged approach that included demonstration, modelling, guided practice, and also the introduction of strategies for multiple-choice questions.

Both teachers noticed that many multiple-choice questions were left blank. So the teachers encouraged students to read the questions, read all the answers and then try to eliminate responses to narrow the choices.

Reaching Out Beyond Their Classroom Walls

In order to help the kids “get it,” Muir and Doiron reached out beyond their classroom walls. With proof of their previous success in hand, they began working with the rest of the primary division. The team identified a single resource to use consistently: Debbie Miller’s *Reading With Meaning*. The entire primary team discussed how to use the text and when different strategies would be taught. For example, every September and October all primary grades focus on making connections. Meanwhile, in kindergarten, teachers focus on making oral connections, and, in Grade 1, they continue to build on oral connections and start written connections. The teachers established a common language and used that same vocabulary with the students. Students at Father Venini can now say “I can infer” by the time they get to Grade 3.

This strategy has been so effective that teachers from other schools are coming to observe the Grade 3 classes at Father Venini. The board literacy consultant connects the schools so they can expand their teaching community and visitors can learn successful strategies. Visiting teachers witness the marriage of theory and practice. They observe the classroom in action, participate in discussions and hear, step-by-step, how the teachers at Father Venini develop and implement their strategies in the classroom.

Other strategies helping students make huge strides in reading and writing are the use of in-class read alouds and Write Traits. “We model [the idea] that reading is thinking,” says Muir. The read alouds, in combination with a book room managed by a superlative teacher-librarian, are helping the teachers bridge the gender gap and teach making inferences and other skills. “The book room isn’t glitzy,” says Muir, “but it’s *used*! If I am teaching inferencing, I go to the book room and there are two boxes filled with books labelled ‘inferencing,’ which the teacher librarian cross-references with the Debbie Miller book.” The book room also boasts a wide array of non-fiction for the boys and an independent reading program focusing just on non-fiction.

Curriculum-Focused Teaching



Similarly inspiring are recent improvements in Father Venini’s Grade 3 math results. The team called upon the board numeracy consultant to help identify problems and develop solutions. A breakthrough came when the Grade 3 team reviewed *The Ontario Curriculum* and mapped it to the classroom textbook. Muir states: “The curriculum is specific about what students should learn and comprehend at each stage of their education. However, the curriculum and the textbook don’t always align.” The educators were able to streamline their teaching by concentrating on items from the textbook relevant to the curriculum.

The math consultant brought diagnostic techniques to the school, made recommendations to remediate gaps, helped the team focus and even taught lessons (e.g., a class on probability using a computer-generated model). The team now uses *Math Makes Sense* and the boxes and boxes of manipulatives that come with the text. Muir and Doiron believe that it is important for teachers to be familiar with these tools and to recognize that a child is thinking when using blocks. The teachers at Father Venini have seen these tools work. And their student achievement results demonstrate their effectiveness.

The mathematics team is also using continuum-based math with diagnostic tools that assess students’ counting, computation and performance of operations. This diagnostic assessment occurs just before a six-week teaching block and shows the gaps in a child’s numeracy skills development. The staff discovered there were students in Grade 3 who couldn’t count past 100. Muir states, “Students are great at coping, and normal lessons don’t reveal these gaps.” The teachers use the diagnostic data to target group teaching, with small student-group withdrawal for explicit, focused teaching. The primary division team is astounded at how quickly students have progressed.

Muir, Doiron and the rest of primary division staff now feel capable of quickly adapting teaching strategies to address each child's needs. The statistical data are allowing teachers to learn about and reflect on students' individual learning.

Of particular note at Father Venini is the fact that the team is not using new resources but is putting resources that have been around for several years to work. "We haven't created anything truly unique," says Doiron "We used a lot of the tools made available by our board and put [them] together to work for us." ■



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The Key to Good Assessments

Developing Good Open-Response Reading Test Questions for Grade 10 Students



By Lorraine Giroux, Education Officer, EQAO

Planning your assessment ahead of time will provide you and your students with a clear destination and a roadmap for instruction to get there.

What are the characteristics of a good open-response reading test question? How do I create clear questions that measure student understanding? How can I ensure that my questions measure the expectations and learning content that I have taught? Are the questions fair and equitable for all?

Each year EQAO provides instruction to its Item-Writing Committee members—an “item” is a test question in EQAO language—on how to write questions for assessments. Questions on the OSSLT determine whether students have the skills necessary to meet the standards for reading comprehension and written communication according to expectations in [The Ontario Curriculum](#) in all subjects up to the end of Grade 9.

These educators then develop both multiple-choice and open-response test questions that measure reading comprehension according to curriculum expectations. (Open-response questions allow students to construct their own answers.)

Knowing more about the processes used to create OSSLT questions may be useful to educators who want to develop high-quality classroom test questions.

Assessment methods should be related to the goals and objectives of instruction. EQAO advocates using a variety of classroom methods to assess reading comprehension. Any question and any student response will provide only a portion of the information needed. Knowing how to create good open-response reading questions and using them when appropriate and in combination will add layers of information to assess students' learning, monitor progress and plan next steps. You might think of this in terms of using a variety of colours in a painting to render an image.

Here are some general guidelines for educators developing open-response reading questions at both the board level and in the classroom, based on EQAO's work. Consider working together with others to follow the process of creating questions, and then look collaboratively at student responses through moderated marking. Due to limited space, we've added valuable links to information for your reference.

Steps to Writing Good Open-Response Reading Questions:

Step 1: Determining Expectations and Content

Determine in advance what expectations and learning content are to be measured. What will the students understand, know and be able to do to demonstrate their learning? Once you determine what the students are expected to learn, you can begin to develop an understanding of how you will know if the students have learned it.

Step 2:**Selecting the Type of Reading Text**

Select the type of reading text (literary, informational or graphic) you will use as the basis for questions. Ensure that the text contains accurate and current information. Make sure to choose a short text that will allow students to demonstrate their understanding of explicit (directly stated) and implicit (indirectly stated) information, as well as their ability to make connections by linking their prior knowledge and personal experiences to what they have read. Use a text type already taught, taking into account the level of difficulty, level of abstraction, complexity of subject matter and relevance to the age of the students. Make sure the text provides sufficient new information so that questions can't be answered using only prior knowledge.

Step 3:**Developing Questions**

Once you have your expectations and learning content (prescribed by *The Ontario Curriculum*) for a unit and you have chosen your reading text, you can begin to develop open-response questions. Open-response questions should deal with both explicit and implicit ideas in the reading text. You might want to order the questions by difficulty (easy to hard) or specificity (specific facts to big, overall ideas).

Question difficulty is determined by

- ▶ the level of abstraction of the reading text,
- ▶ where the required information is found in the reading text and
- ▶ the number of cognitive steps required to respond.

Use the following tips to develop your questions:

- ▶ write questions in simple, clear and direct language that leads to a specific task;
- ▶ use clear instructional words like "identify," "describe" and "explain" in your questions;
- ▶ write an answer and then ask yourself if the wording of the questions leads to the answer and
- ▶ ensure the answers to the questions support valid inferences about student achievement (understanding and skill).

For more tips on developing questions, view the [Developing Open-Response Reading Questions Checklist](#).

Step 4:**Reviewing Questions**

EQAO's Assessment Development Committee members review all EQAO test questions and reading text for alignment with the curriculum and assessment blueprints, for developmental appropriateness and for instructional worthiness.

Then EQAO's Sensitivity Committee members ensure that test questions are free from language or content that may have a negative impact on the performance of some students. [View EQAO's Sensitivity Considerations](#).

You may find it helpful to review your open-response reading questions using the [Reviewing Your Open-Response Reading Questions Checklist](#).

Examples of Open-Response Reading Test Questions

Now that you've written some questions, have a look at two examples from the OSSLT administered in April 2009. (EQAO's test questions are field tested for validity before they appear on the test.) Each reading selection will dictate the nature of the questions, as will each question's purpose. You'll find other examples of questions in the [OSSLT Test and Scoring Materials Section](#) on EQAO's Web site.

- ▶ **Students' Ability to Understand Implicit Information**

The following open-response reading question measures students' ability to understand implicit (indirectly stated) information in the reading text.

[View reading text and question](#)

► **Students' Ability to Make Connections**

The following open-response reading question measures students' ability to make connections by linking their prior knowledge and personal experiences to the reading text.

[View reading text and question](#)

Step 5: Final Check!

When you are ready to test your students, choose questions that will enable you to make a valid inference about your students' reading comprehension. Students with good comprehension should be able to answer these questions correctly. The information you gather should help you focus on improving the reading skill and learning of your students.

EQAO continues to be committed to providing information that is meaningful and useful to teachers and to supporting efforts to promote enhanced learning for every student in your class. Classroom assessments are the most important source of information about student progress. By combining the information from your classroom tests with that from provincial assessments, you and your students can come to a valid and reliable understanding of their learning. ■

Resources:

- [Developing Open-Response Reading Questions Checklist](#)
- [Reviewing Your Open-Response Reading Questions Checklist](#)
- [EQAO's Sensitivity Considerations](#)

Examples of Open-Response Reading Questions:

- [Students' Ability to Understand Implicit Information](#)
- [Students' Ability to Make Connections](#)



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Spotlight



Left to right: Bonnie Szczerkowski, student success teacher; Clinton Bruetsch, principal; Angela Comhaire, department head of mathematics and science.

Celebrating the Success of an Ontario School

**Queen Elizabeth District High School
Keewatin-Patricia District School Board**

School population: 450

Grades: 9 through 12

Principal: Clinton Bruetsch



Queen Elizabeth District High School serves 450 students in Grades 9 to 12 in Sioux Lookout, a municipality along the shores of Pelican Lake on the English River-Lac Seul Water System. Sioux Lookout hosts a number of government service offices and is the regional centre for many recreational activities. Sixty percent of the student population is Aboriginal, with 80–100 Aboriginal students billeted in the town. These students are sponsored by the Northern Nishanawbe Education Council, which contracts with the board to have its students attend school. The school population is transient, with the attendance of billeted students dependent on academic success and the availability of funding.

Fewer than 50% of the students are bused, but many spend 45 minutes travelling to and from school. Students with special education needs make up 20% of the population. Eighteen percent of Queen Elizabeth students speak a language other than English at home, and 3% speak no English at home.

Data-driven Teaching Adjustments

"The school staff examined the EQAO data over time in the context of their classroom data and observed that students were more easily motivated in some mathematics strands than others and at specific times throughout the semester. One strategy was to review the mathematics strands and experiment with their placement in the semester. Teachers adjusted their curricula accordingly."

Clinton Bruetsch, principal

Teacher collaboration to adjust classroom practice and efforts by the school administration to assign the most experienced teachers to the mathematics program have proven effective. The staff observed that, as a result of these strategies, students were more successful and had gained confidence in their learning ability.

Another strategy implemented at Queen Elizabeth was to integrate EQAO test question types into daily instruction.

Understanding Students’ Individual Needs and Profile

Placing students in the appropriate program of study (i.e. academic, applied, locally developed) was also a focus of the administration and staff. The Guidance department worked with the Grade 8 teachers in the feeder schools to develop a profile for each of their students. They invited the teachers to recommend the program of study that would best meet the student’s needs. These cross-panel discussions were seen as important by both the elementary and the secondary teachers. Parents were also included in the discussions as much as possible.



Using early assessment and diagnostic testing tools, Queen Elizabeth staff monitored students in their program of study, especially those enrolled in applied and locally developed programs. An in-school team supports students deemed to be at risk. This team organizes and manages intervention programs and assigns students to a staff member (one specializing in the area needing remediation, where possible) for extra assistance.

Combining Science and Math Teaching

All mathematics and science teachers work together in the same lesson preparation area, which encourages the consistent delivery of programs and assessments. Further, students know where and when they can obtain help, and they have the opportunity to access any of the teachers, not just their own classroom teacher. The mathematics and science departments have collaborated to create a program that ensures the availability of teachers, who volunteer their time, to help at lunch hour and after school.

The teachers at Queen Elizabeth High School are strong advocates for their students. They work hard to create an atmosphere of trust and support and a safe environment where staff and students work as a family and community. Many of the teaching staff have experience working in other schools with large Aboriginal populations. In recognition of the demographic of the school population and Aboriginal culture, increased programming has been developed to support the needs of all students.

Principal Bruetsch states: “There is a tremendous amount of care and commitment to individual students at Queen Elizabeth High School. This connection between student and teacher makes our school a safe and welcoming place where students want to come to learn and experience success.” ■



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How Would You Score This?



Try your hand at scoring a student response!

Use the rubric below to score this writing item from the Primary Division Assessment and then check out the correct code.

Sample Question and Answer

There are many ways that people can get to different places. In a paragraph, name one way for people to travel and explain why it is a good way to travel.

Write your paragraph here.

Biking is a good way to travel. It doesn't make poulution. It helps by giving exercise. You can go how long you want because there is no gas. You don't have a certain speed.

Use the annotations below to determine how you would score this response. Click the button at the bottom for the correct score. You can also use the links in the rubric to view responses that received the other score codes.

Primary Division Rubric: Content

Code	Description
	Response is not developed; ideas and information are limited and unclear. Organization is random with no links between ideas. Response has a limited relationship to the assigned task. Sample Student ResponseView sample student response

10	Write your paragraph here. frist you can go by car. second you can go by bikes. the you can go by train fourth you can go by air plain. five, you can go by bikes.
20	Response is minimally developed with few ideas and little information. Organization is minimal with weak links between ideas. Response is partly related to the assigned task. Sample Student Response View sample student response Write your paragraph here. cars They can get you there fast. cars is faster then walking Cars are cool and fast
30	Response has a clear focus, adequately developed with ideas and supporting details. Organization is simple or mechanical with adequate links between ideas. Response is clearly related to the assigned task. Sample Student Response View sample student response

	Write your paragraph here. A train is a good way to travel because it goes fast and you get where your going quicker. It is also good because you get to have food if your hungry. You also can relax on a train if your tired. Another reason is it holds a lot of people. The thing I like best on a train is the eating if you are hungry.
40	Response has a clear focus, well-developed with sufficient specific and relevant ideas and supporting details. Organization is logical and coherent with effective links between ideas. Response has a thorough relationship to the assigned task. Sample Student Response View sample student response Write your paragraph here. A airplane is one good way to travel for three reasons. The first reason is it takes you to many and can even take you to places across the sea. The second reason it provides good service like they give you blankets, pillows and food to eat. Finally a airplane is a good way travel because it tells you how far your destination is and how long it going to take to get there. A airplane is a good way to travel for me.

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