

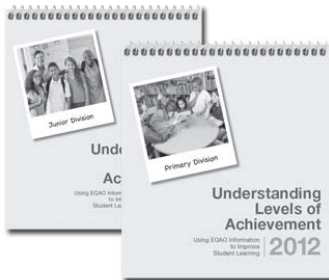


Welcome

By Marguerite Jackson, Chief Executive Officer

I have often heard from teachers how much they gained from the opportunity to score EQAO's primary- and junior-division Assessments of Reading, Writing and Mathematics. These teachers return to their schools enthusiastic and eager to share what they have learned with their colleagues.

[Read More >](#)

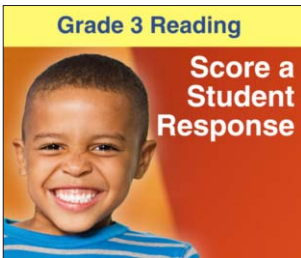


Understanding Levels of Achievement:

Using EQAO Information to Improve Student Learning (Primary and Junior Divisions)

These resources were developed to assist teachers in identifying their students' strengths and areas that need improvement and in observing trends related to thinking and learning skills in each subject. Teachers will be able to use this resource to inform their own diagnostic, formative and summative assessments and to observe trends in student performance in order to help plan instruction that will support student improvement.

[Read More >](#)



How Would You Score This?

Try Your Hand at Scoring a Student Response!

Take a look at the following student response to a Grade 3 reading question. How would you score it?

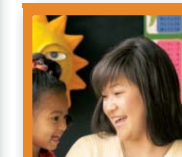
[Read More >](#)



Research Bulletin

8

Characteristics of High- and Low-Achieving English-Language Schools



Curriculum Connections in Language: Reading and Writing

In the Know
with EQAO

Practical Recipe for Grade 9 Math Success: Students do better when they know if test counts!

Join Our Team

Opportunities For Ontario Educators



FEEDBACK

Your comments matter!
Tell us what YOU think about this issue and EQAO Connects.



Welcome

By Marguerite Jackson, Chief Executive Officer

I have often heard from teachers how much they gained from the opportunity to score EQAO's primary- and junior-division Assessments of Reading, Writing and Mathematics. These teachers return to their schools enthusiastic and eager to share what they have learned with their colleagues.

As part of our ongoing efforts to support principals, teachers and other school staff members, EQAO has developed a new resource for teachers to inform their own diagnostic, formative and summative assessments and to observe trends in student performance in order to help plan instruction that will support achievement.

EQAO partnered with educators from across the province, under the guidance of Dr. Robert (Bob) Wilson, professor emeritus at Queen's University, to look at samples of student work from the primary and junior assessments, group them into categories or clusters that reflect the levels of achievement and describe the observed competencies at each of the levels. The team also reviewed the student work from the EQAO assessments to identify the curriculum links and determine next steps for instruction.

The result of this work is *Understanding Levels of Achievement: Using EQAO Information to Improve Student Learning*, which contains

- scales that describe the qualities of student work on the EQAO assessments at each of the four levels;
- descriptions of typical areas for improvement at each level and suggested strategies to improve student achievement;
- samples of student work on the EQAO assessments at each level;
- annotated student responses linked to the level descriptions and to the accounts of the typical areas for improvement required at each level and
- suggested strategies and resources to support and inform instructional practice in the classroom.

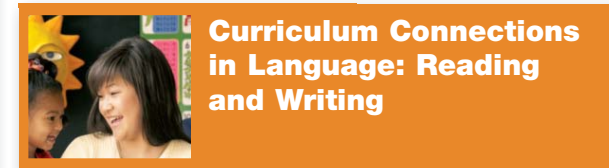
This issue of *EQAO Connects* includes a feature article and audio commentary that describes one example of how this new resource can be used in the classroom to help a teacher identify and address student strengths and areas for improvement.

I am pleased to share this resource with you, and I want to thank all of the educators who have contributed to developing it for their peers province-wide.



Research Bulletin # 8

Characteristics of High- and Low-Achieving English-Language Schools



Curriculum Connections in Language: Reading and Writing

In the Know with EQAO

Practical Recipe for Grade 9 Math Success: Students do better when they know if test counts!

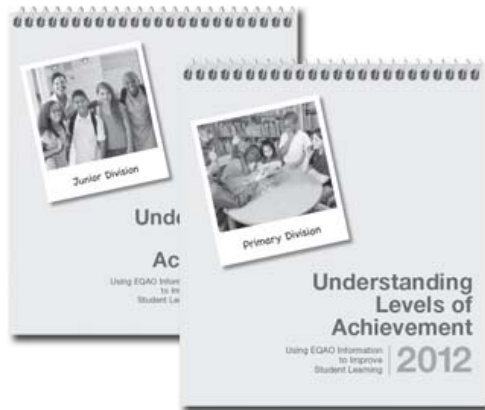


Join Our Team

Opportunities For Ontario Educators

FEEDBACK

Your comments matter!
Tell us what YOU think about this issue and *EQAO Connects*.



Understanding Levels of Achievement:

Using EQAO Information to Improve Student Learning (Primary and Junior Divisions)



[Audio commentary](#) by Richard Jones, Director of Assessment and Reporting with EQAO.

Running time: 03:29

[Download excerpts](#) to accompany audio commentary.

The Education Quality and Accountability Office (EQAO) has released a new resource on its Web site to help school teams establish a link between student performance on EQAO's primary- and junior-division reading, writing and mathematics tests and teaching, assessment and evaluation in the classroom.

The resource includes descriptions of the student achievement levels on EQAO tests to help teachers and parents understand the levels. It also contains specific strategies that may be used to improve students' learning and performance.

EQAO tests measure students' performance in consideration of all of their answers. Students are evaluated on answers to multiple-choice and constructed-response questions for each of the reading, writing and mathematics components of the tests. In light of variations in the quality in each student's work, it is important to give students several opportunities to demonstrate their understanding and skills relative to the assessed expectations.

The purpose of this new educational resource is to assist teachers in identifying their students' strengths and areas that need improvement and in observing trends related to thinking and learning skills in each subject. Teachers will be able to use this resource to inform their own diagnostic, formative and summative



Research Bulletin

8

Characteristics of High- and Low-Achieving English-Language Schools



Curriculum Connections in Language: Reading and Writing

In the Know with EQAO

Practical Recipe for Grade 9 Math Success: Students do better when they know if test counts!

Join Our Team

Opportunities For Ontario Educators



FEEDBACK

Your comments matter!
Tell us what YOU think about this issue and *EQAO Connects*.



Curriculum Connections in Language: Reading and Writing

In the Know
with EQAO

Practical Recipe for Grade 9 Math Success: Students do better when they know if test counts!

Join Our Team

**Opportunities
For Ontario
Educators**

A smiling woman with long brown hair wearing a red top and a smiling man with short dark hair wearing a dark suit jacket are shown from the chest up against a bright yellow background. They are positioned on the right side of the slide, partially overlapping the text area.

FEEDBACK

Your comments matter!

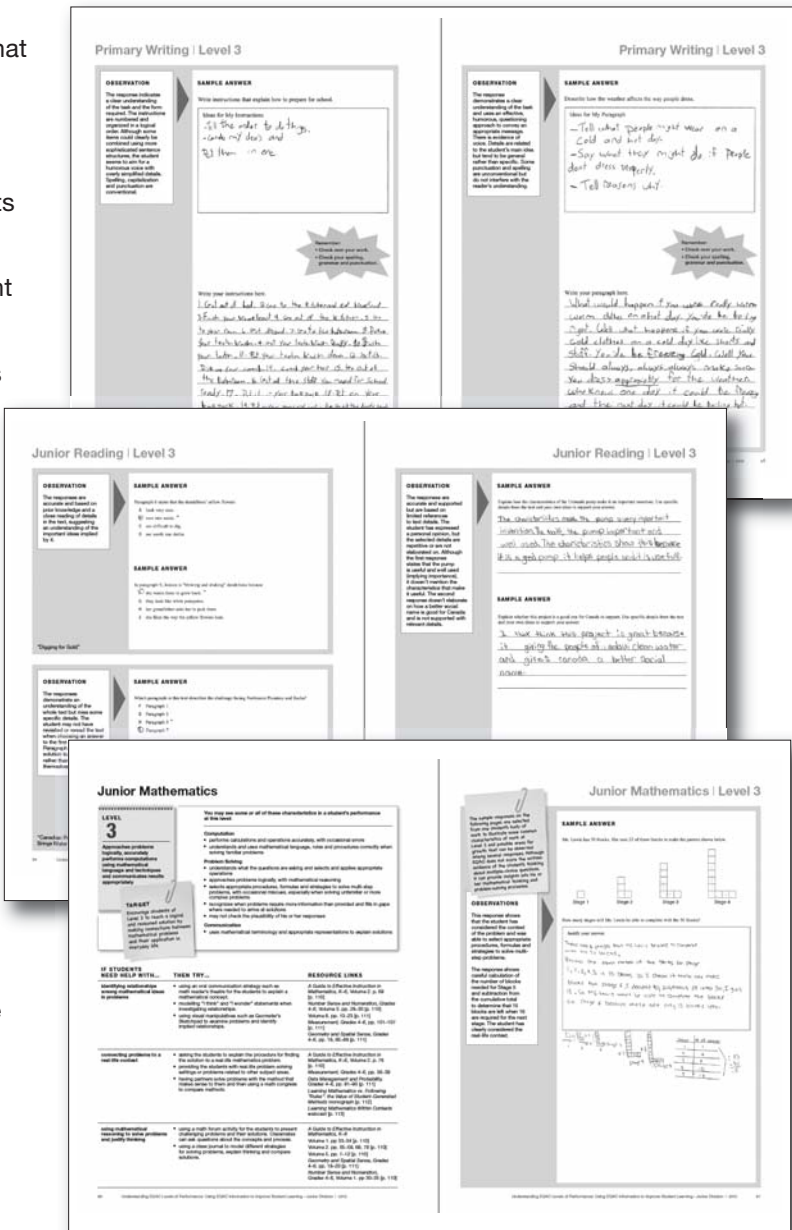
Tell us what YOU think about this issue
and *EQAO Connects*.

assessments and to observe trends in student performance in order to help plan instruction that will support student improvement.

The resource is the result of the work and recommendations of teachers from across the province who were brought together to aid in its development. It contains

- scales that describe the qualities of student work at each of the four levels;
- examples of students' answers on EQAO's primary- and junior-division tests at each of the four levels of achievement, annotated with the characteristics of work at the corresponding level;
- a description of the typical areas where improvement is required for each level as well as suggested strategies to improve student achievement and
- a list of suggested resources to support learning.

The scales can be used by teachers as part of their analysis and planning to improve student learning (i.e., through assessment of learning, for learning and as learning). Teachers can refer to the characteristics of the various levels to specify and demonstrate criteria for effective student work. Teachers are already aware of the importance of engaging students in assessment and evaluation practices and in the creation of criteria for evaluating success.



This resource can be put to use in classrooms and by school teams in various ways. Teachers can

- give some or all students the opportunity to do work that is similar in content and format to that assessed by the EQAO tests;
- allow students to compare the best work in their portfolio and highlight the characteristics of the levels that best describe their work;
- invite students, with a teacher or on their own, to select the characteristics of the levels that describe their work and that of their peers;
- collaborate with other teachers to assess, evaluate and discuss samples of students' work;
- engage in professional dialogue regarding student achievement as it relates to *Ontario Curriculum* expectations;

- use the resource to support professional conversations relating to consistency in teaching, evaluation and assessment within the school;
- set relevant objectives for literacy and numeracy aligned with the *Ontario Curriculum* expectations assessed on EQAO tests and
- use the resource for ongoing professional learning and dialogue.

To find out more

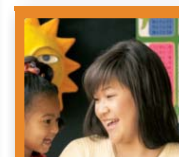
Download *Understanding Levels of Achievement: Using EQAO Information to Improve Student Learning*, [primary division](#) and [junior division](#). Each includes a resource section that provides links to additional information.



Research Bulletin

8

Characteristics of High- and Low-Achieving English-Language Schools



Curriculum Connections in Language: Reading and Writing

In the Know with EQAO

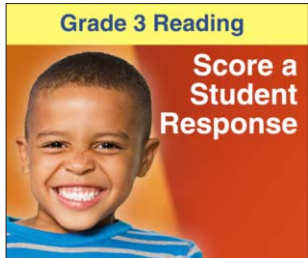
Practical Recipe for Grade 9 Math Success: Students do better when they know if test counts!

Join Our Team Opportunities For Ontario Educators



FEEDBACK

Your comments matter!
Tell us what YOU think about this issue and *EQAO Connects*.



How Would You Score This?

Try your hand at scoring a student response!

1. Read this [reading passage](#) from the 2010–2011 Assessment of Reading, Writing and Mathematics, Primary Division.
2. Read the student response to the question below.

Explain what makes a coral reef an “active, living community.” Use details from the text and your own ideas to support your answer.

what makes a coral reef an active living community is
all the fish and how it's like a community
it's like an under water apartment where all
the fish live.

3. Use the item-specific rubric to determine how you would score the student response.
4. Click the score codes to find out whether you are right and to see examples of student work at each of the codes.

Check out [additional examples](#) from past years' assessments.

Item Specific Rubric

Code	Description
10	Response attempts to explain what makes a coral reef an “active, living community.” The response either: • <u>answers an aspect of the question</u> OR • <u>does not refer to the reading selection</u> OR • <u>provides inaccurate support.</u>
20	Response indicates a partial understanding of what makes a coral reef an “active, living community.” The response provides: • <u>irrelevant support</u> from the reading selection OR • <u>vague support</u> from the reading selection OR • <u>limited support</u> from the reading selection The response usually requires the reader to connect the support to what it is intended to prove.
30	Response indicates an understanding of what makes a coral reef an “active, living community.” The response includes: • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support.</u> The response requires the reader to make some connections between the support and what it is intended to prove.
40	Response indicates an understanding by <u>explaining fully</u> what makes a coral reef an “active, living community” and provides <u>specific and relevant support.</u>

FEEDBACK

Your comments matter!
Tell us what YOU think about this issue
and *EQAO Connects*.