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# Grade 3 and Grade 6 EQAO Assessments of Reading, Writing, and Mathematics 2005-2006

## Overview of Results

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## **Overview of Results**

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# Grade 3 and Grade 6 EQAO Assessments of Reading, Writing, and Mathematics 2005–2006

## Introduction

This report contains an overview of the 2005–2006 Education Quality and Accountability Office (EQAO) provincial assessments in reading, writing, and mathematics for grades 3 and 6. It brings together the information regarding what EQAO has learned over the past year about student learning in Ontario. Copies of the full *Provincial Report* can be downloaded from EQAO's web site, which is located at [www.eqao.com](http://www.eqao.com).

## What is EQAO?

EQAO is an independent, arm's-length agency of the provincial government that provides parents, teachers, and the public with reliable and valid information about student achievement. EQAO reports provide information for improvement which educators, parents, policy makers and others in the education community can use to improve learning and teaching.

EQAO conducts a range of province-wide assessments. The grade 3 assessment was instituted in 1996–1997. It involves all students, occurs annually, and provides information on what students have learned in reading, writing, and mathematics. In 1998–1999, EQAO introduced an annual grade 6 assessment that measures student achievement in the same three subject areas.

These assessments provide both individual and system data on student achievement. Parents receive an *Individual Student Report* and schools and school boards produce local reports for parents and their communities.

## What were the assessments?

The grade 3 and grade 6 assessments measure how well students have met the provincial expectations in *The Ontario Curriculum*. The grade 3 and grade 6 assessments cover knowledge and skills in reading, writing, and mathematics that students are expected to have acquired by the end of the school year. These two assessments were administered in May 2006.

In the reading assessment, students read a variety of materials including both fiction and non-fiction. Students were assessed on how well they could use various reading strategies and conventions and how effectively they could understand concepts, make inferences, and connect ideas.

In the writing assessment, students were asked to use a range of forms and to write for different purposes. They completed various pieces of written work and answered multiple-choice questions. Students were assessed on how well they could use writing strategies and language conventions, and how effectively they could understand assigned tasks, organize ideas and communicate with a reader.

In the mathematics assessment, students were asked to solve problems, apply concepts and procedures, and explain how they arrived at their answers. The assessments were based on the knowledge and skills in five curriculum areas of mathematics: Number Sense and Numeration, Geometry and Spatial Sense, Measurement, Patterning and Algebra, and Data Management and Probability.

### **Who participated in the assessments?**

Grade 3 (10,122) and grade 6 (10,478) Peel students participated in the assessments during regular classes. Exemptions were permitted only where students would be unable to respond to the assessment in any way and/or where they would be adversely affected as a result of participation. Exemptions were made only with the written informed consent of the parent(s) or guardian(s). In specific circumstances, teachers were allowed to provide certain kinds of assistance to students with special needs – 12% of grade 3 and 11% of grade 6 students received one or more accommodations. Two percent of grade 3 and grade 6 Peel students were exempted in all three subject areas.

### **How was student work marked?**

EQAO reports on student achievement in reading, writing, and mathematics using a four-level scale. The four levels describe how well students performed in each subject area. EQAO has aligned its four levels of achievement to those of the *Ontario Student Report Card*.

The Ministry of Education has set *Level 3* as the provincial standard for grades 3 and 6. *Level 1* identifies achievement that falls much below the provincial standard. *Level 2* identifies achievement that is approaching the provincial standard. *Level 4* identifies achievement that surpasses the provincial standard.

Marking was done in July 2006 by specially trained principals and teachers. EQAO developed scoring scales by taking the four achievement levels established by the Ministry and applying them to actual student work. Markers used EQAO's scales to score student work. The scoring was monitored to ensure that it was objective, consistent, and reliable.

## Some key messages about the EQAO assessments

- ✓ EQAO urges principals to ensure that school councils are fully informed about the assessment and are encouraged to play an active role in reviewing and updating the school's Action Plan for Improvement.
- ✓ EQAO encourages schools and school boards to include strategies in their Action Plans for Improvement that will help both boys and girls improve their achievement.
- ✓ Parents, educators, policy-makers, and the public should use the overall results to measure improvements in student achievement over time.
- ✓ EQAO encourages schools and school boards to be proactive in reporting results to parents and their communities.
- ✓ The achievement data must be interpreted in relation to contextual data that schools and school boards have gathered (e.g., size of school, ESL/ELD population, special education population, language spoken at home).
- ✓ Teachers and principals should use samples of student work, anchor papers provided by EQAO, and Ministry exemplar documents, to help students and parents understand what work at Levels 3 and 4 looks like.
- ✓ School boards should provide opportunities for teachers and principals to share assessment expertise and successful assessment practices.

# Grade 3 and Grade 6 EQAO Assessments Peel Board and Provincial Results 2005–2006

## Background Characteristics

### Grade 3 Students

- 10,122 grade 3 Peel students in 147 schools participated in the EQAO testing; 2% were fully exempt from the assessment in all three subjects. Of those students who took the test, 5% were identified as students with special needs (excluding gifted). Due to a change in the definition for the English as a second language/English literacy development (ESL/ELD), data are unavailable this year.
- Twenty-two percent of grade 3 Peel students were born outside Canada; 3% were in Canada less than one year, 5% were in Canada one year or more but less than three years, and 13% were in Canada three years or more.

### Grade 6 Students

- 10,478 grade 6 Peel students in 94 schools participated in the EQAO testing; 2% were fully exempt from the assessment in all three subjects. Of those students who took the test, 10% were identified as students with special needs (excluding gifted). Due to a change in the definition for the English as a second language/English literacy development (ESL/ELD), data are unavailable this year.
- Twenty-four percent of grade 6 Peel students were born outside Canada; 2% were in Canada less than one year, 4% were in Canada one year or more but less than three years, and 17% were in Canada three years or more.

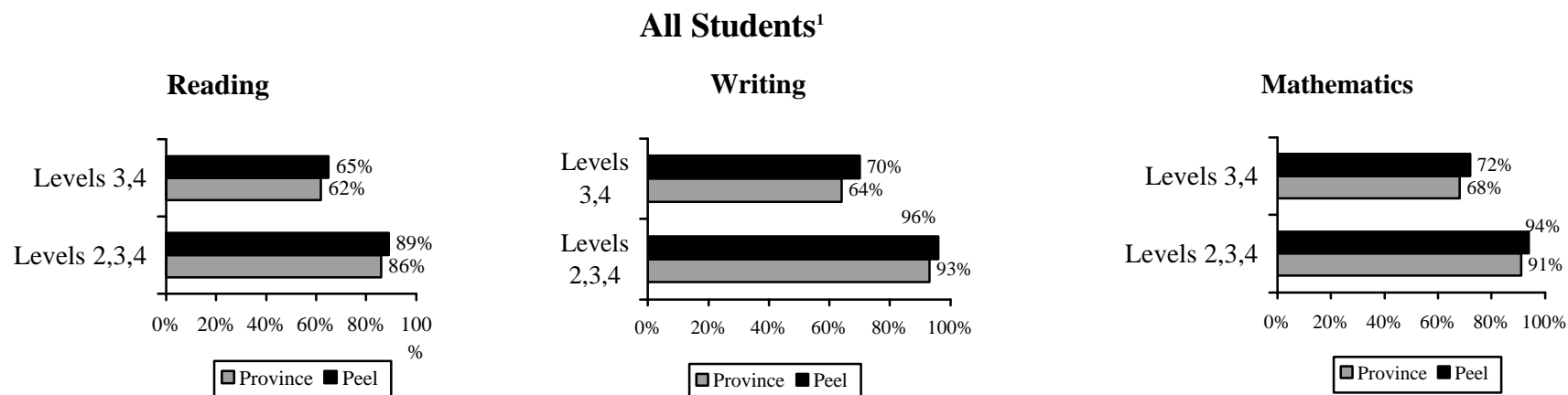
## Student Achievement Reporting

Achievement results in this report are expressed as the number of students achieving at each level as a percentage of all of the students in the grade. This includes students who were exempted, for whom there were no data, and students who did not have enough evidence for Level 1.

**TABLE 1****EQAO 2005–2006 Results: Peel Board and Provincial Comparisons - Grade 3**

(All Students - Includes Exempt, No Data, Not Enough Evidence for Level 1)

	Exempt		No Data		Not Enough Evidence for Level 1		Level 1		Level 2		Level 3		Level 4	
	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province
<b>Reading</b>	3%	5%	1%	1%	2%	1%	6%	6%	24%	24%	57%	56%	8%	6%
<b>Writing</b>	3%	5%	1%	1%	<1%	<1%	<1%	<1%	26%	29%	62%	58%	8%	6%
<b>Mathematics</b>	3%	4%	1%	1%	<1%	<1%	2%	3%	22%	23%	58%	57%	14%	11%

**FIGURE 1****When compared to the province:**

- Peel students in grade 3 scored above the provincial results in Levels 3, 4, for reading, writing, and mathematics.
- Peel students in grade 3 scored above the provincial results in Levels 2, 3, 4 for reading, writing, and mathematics.

<sup>1</sup>Due to rounding, these percentages may not be the sum of Levels 2,3,4 and Levels 3,4 as noted in the above table.

**TABLE 2**

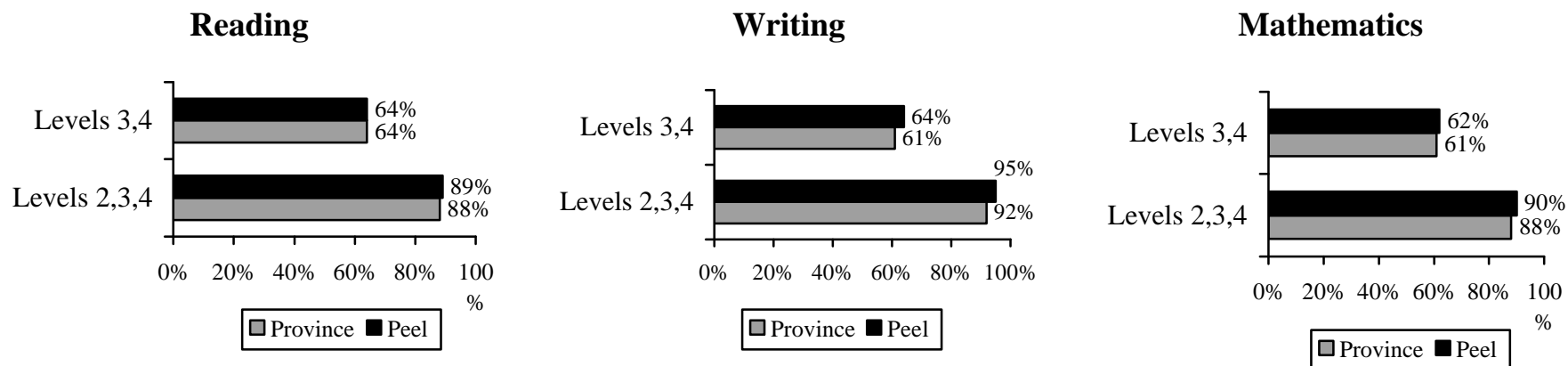
**EQAO 2005–2006 Results: Peel Board and Provincial Comparisons - Grade 6**

(All Students - Includes Exempt, No Data, Not Enough Evidence for Level 1)

	Exempt		No Data		Not Enough Evidence for Level 1		Level 1		Level 2		Level 3		Level 4	
	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province
<b>Reading</b>	2%	4%	1%	1%	1%	1%	7%	6%	25%	24%	55%	56%	9%	8%
<b>Writing</b>	2%	4%	1%	1%	<1%	<1%	2%	2%	31%	31%	57%	54%	8%	7%
<b>Mathematics</b>	2%	4%	1%	1%	<1%	<1%	7%	7%	28%	27%	49%	50%	12%	11%

**FIGURE 2**

**All Students<sup>1</sup>**



**When compared to the province:**

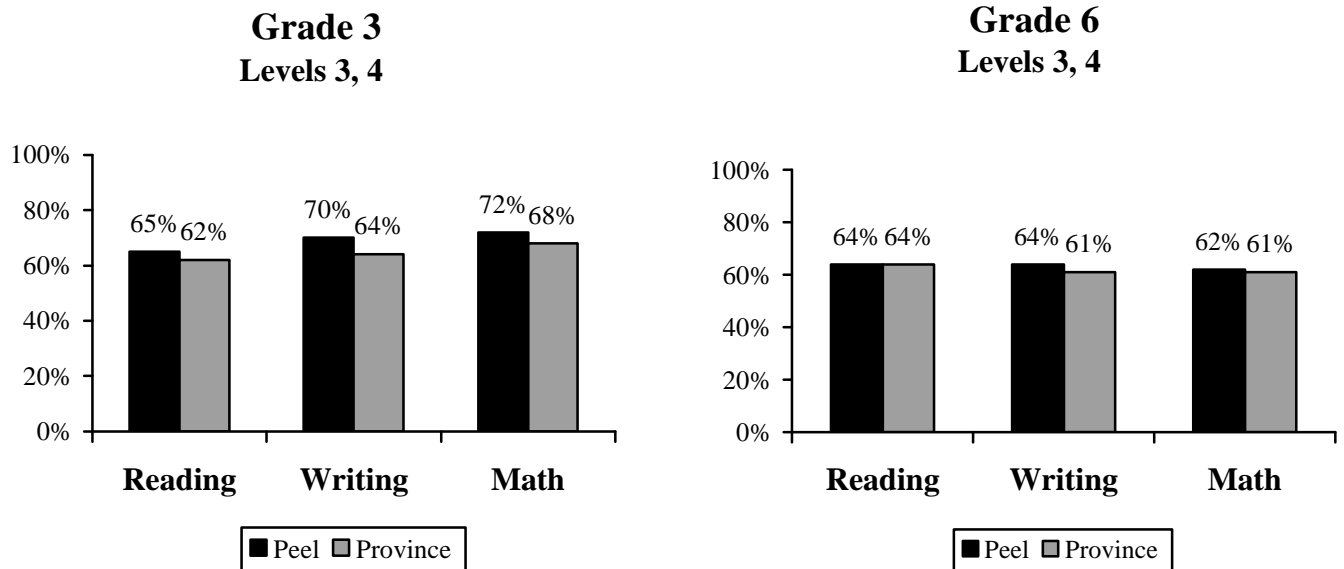
- Peel students in grade 6 scored at or above the provincial results in Levels 3, 4, for reading, writing, and mathematics.
- Peel students in grade 6 scored above the provincial results in Levels 2, 3, 4 for reading, writing, and mathematics.

<sup>1</sup>Due to rounding, these percentages may not be the sum of Levels 2,3,4 and Levels 3,4 as noted in the above table.

## FIGURE 3

### EQAO 2005–2006 Grade 3 and Grade 6 Results: Peel Board and Provincial Comparisons

(All Students - Includes Exempt, No Data, Not Enough Evidence for Level 1)



#### When compared to the province:

- Peel students in grade 3 and grade 6 scored at or above the provincial results in reading, writing, and mathematics.

#### For Grade 3 (Levels 3, 4)

*Peel students scored:*

- 3% higher in reading.
- 6% higher in writing.
- 4% higher in mathematics.

#### For Grade 6 (Levels 3, 4)

*Peel students scored:*

- the same in reading.
- 3% higher in writing.
- 1% higher in mathematics.

## FIGURE 4

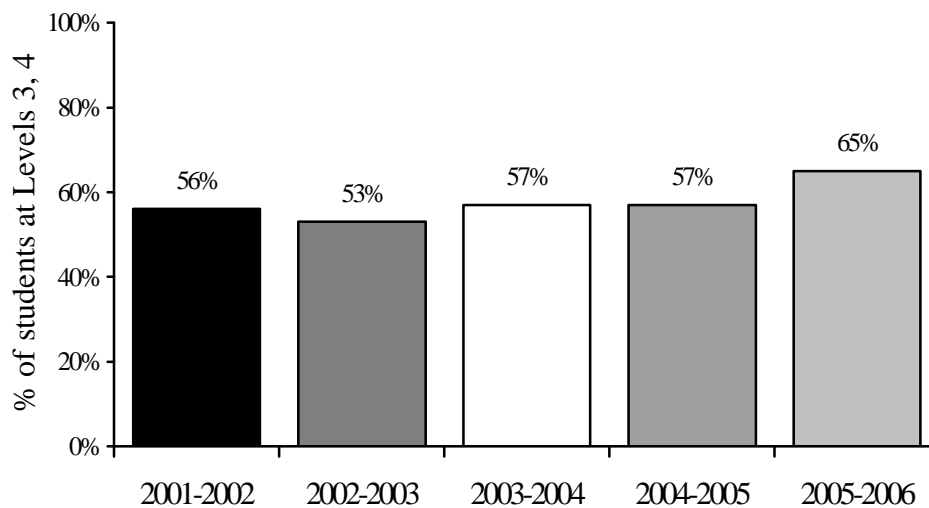
### EQAO 2005–2006 Grade 3 Results:

### Peel Board Comparisons of Change in Scores from 2001-2002 to 2005-2006

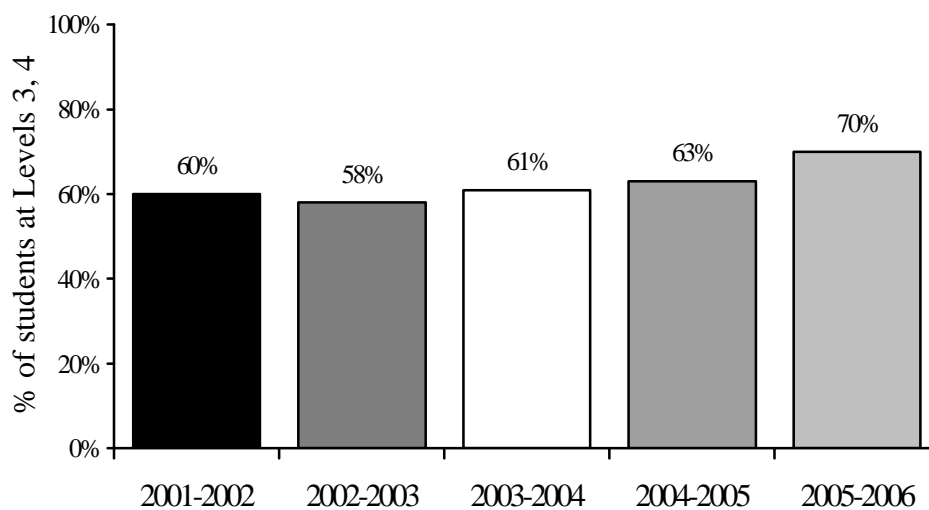
(All Students - Includes Exempt, No Data, Not Enough Evidence for Level 1)

### Levels 3, 4

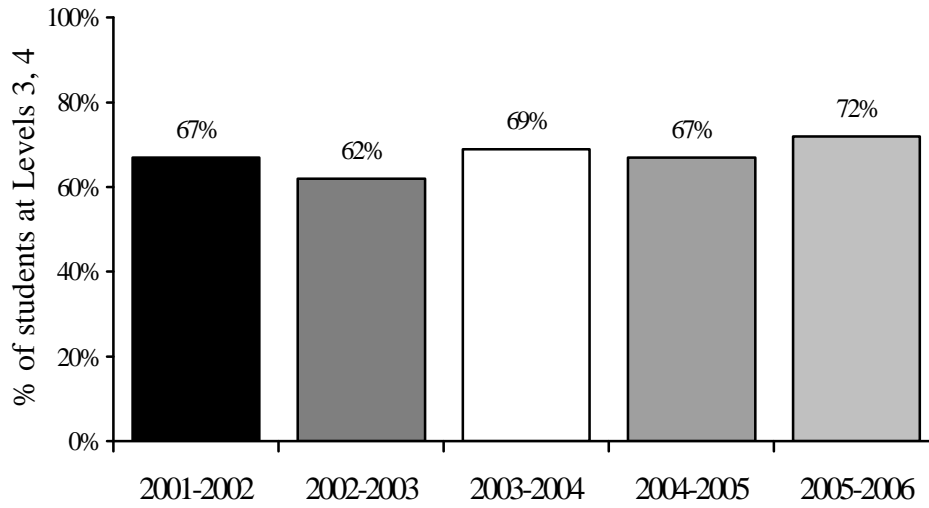
#### EQAO Grade 3 Reading Results



#### EQAO Grade 3 Writing Results



## EQAO Grade 3 Mathematics Results



**When compared to last year's results (2004–2005), Peel students scored:**

- 8% higher in 2005–2006 for reading.
- 7% higher in 2005–2006 for writing.
- 5% higher in 2005–2006 for mathematics.

**When compared to 2001-2002 results (5-year trends), Peel students scored:**

- 9% higher in 2005–2006 for reading.
- 10% higher in 2005–2006 for writing.
- 5% higher in 2005–2006 for mathematics.

## FIGURE 5

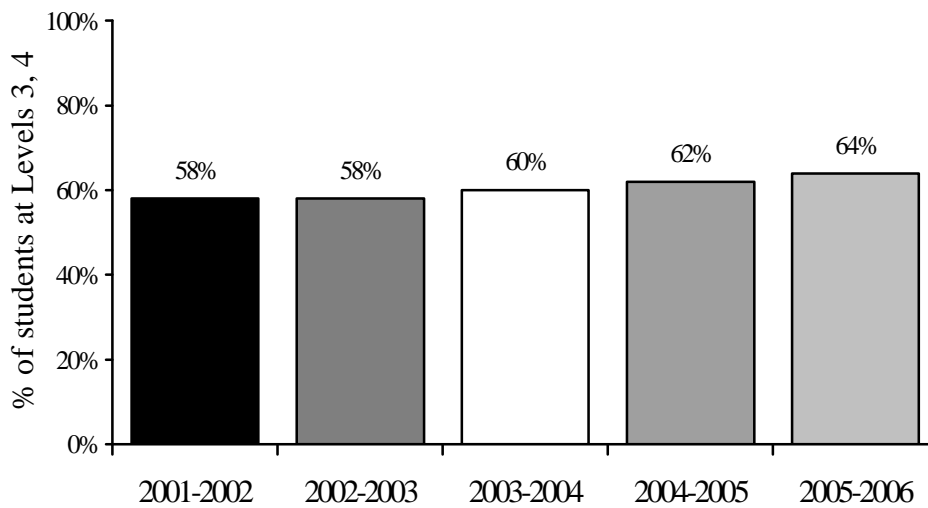
### EQAO 2005–2006 Grade 6 Results:

### Peel Board Comparisons of Change in Scores from 2001-2002 to 2005-2006

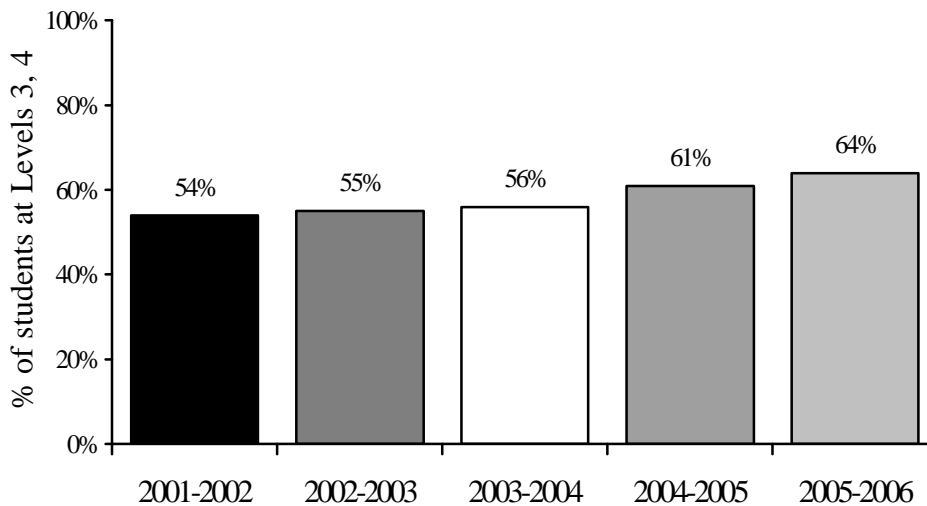
(All Students - Includes Exempt, No Data, Not Enough Evidence for Level 1)

### Levels 3, 4

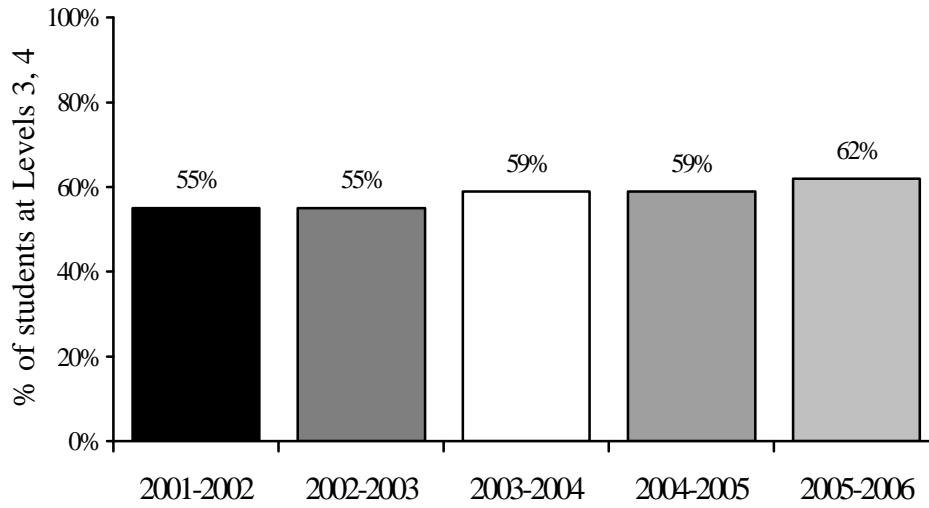
#### EQAO Grade 6 Reading Results



#### EQAO Grade 6 Writing Results



## EQAO Grade 6 Mathematics Results



**When compared to last year's results (2004–2005), Peel students scored:**

- 2% higher in 2005–2006 for reading.
- 3% higher in 2005–2006 for writing.
- 3% higher in 2005–2006 for mathematics.

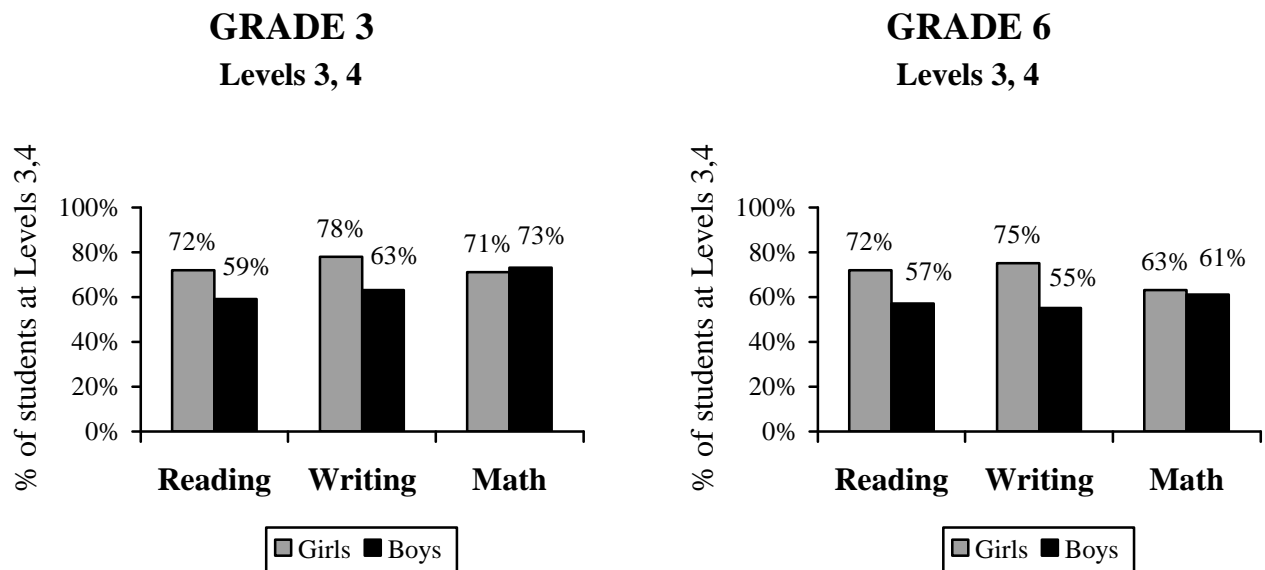
**When compared to 2001-2002 results (5-year trends), Peel students scored:**

- 6% higher in 2005–2006 for reading.
- 10% higher in 2005–2006 for writing.
- 7% higher in 2005–2006 for mathematics.

## FIGURE 6

### EQAO 2005–2006 Grade 3 and Grade 6 Results: Peel Board Gender Comparisons

(All Students - Includes Exempt, No Data, Not Enough Evidence for Level 1)



#### When comparing the results of Peel girls and boys:

- Peel girls in grade 3 scored above boys in reading and writing.
- Peel girls in grade 3 scored slightly lower than boys in mathematics.
- Peel girls in grade 6 scored above boys in reading, writing, and mathematics.

#### For Grade 3 (Levels 3, 4)

Peel girls scored:

- 13% higher than boys in reading.
- 15% higher than boys in writing.
- 2% lower than boys in mathematics.

#### For Grade 6 (Levels 3, 4)

Peel girls scored:

- 15% higher than boys in reading.
- 20% higher than boys in writing.
- 2% higher than boys in mathematics.

**TABLE 3****Peel Board Gender Gap Analysis\* - Grade 3 and Grade 6****Extent to Which Girls Outperformed Boys in Levels 3, 4**

		2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
<b>Grade 3</b>	Reading	+10%	+12%	+11%	+10%	+13%
	Writing	+18%	+16%	+17%	+12%	+15%
	Mathematics	0%	+2%	+1%	0%	-2%
<b>Grade 6</b>	Reading	+17%	+13%	+13%	+13%	+15%
	Writing	+22%	+18%	+17%	+18%	+20%
	Mathematics	+2%	+3%	+3%	+1%	+2%

\*Note: Gender Gap Analysis based on data from the Peel Board EQAO report.

**When comparing the results of Peel boys and girls:**

- Girls outperformed boys in almost all test areas in grades 3 and 6 every year of the assessment.
- For both grades 3 and 6, the gender gap in achievement is largest for writing and reading and smallest for mathematics.
- Within grade 3 and grade 6, the gender gap in achievement in each test area since 2001-2002 has remained relatively consistent.

## FIGURE 7

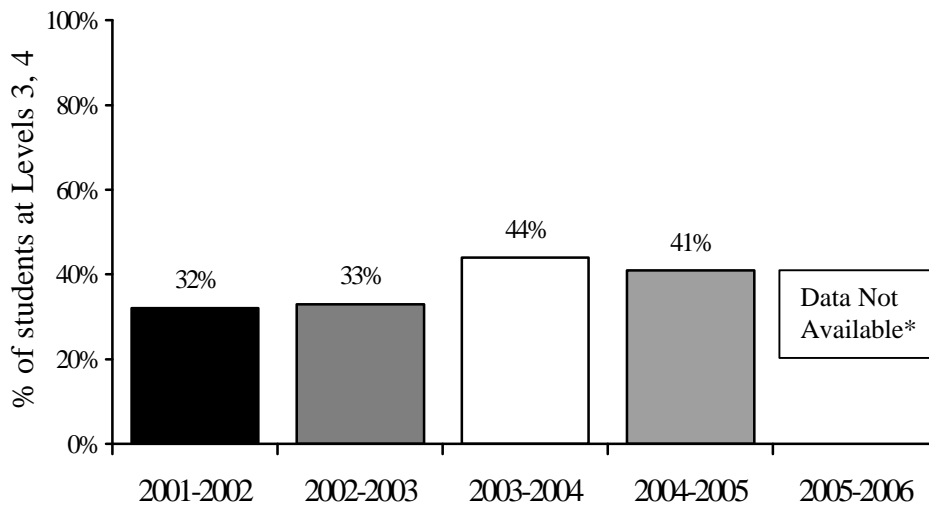
### EQAO 2005–2006 Grade 3 Results:

#### Peel Board Comparisons of Change in ESL/ELD Scores\* from 2001-2002 to 2005-2006

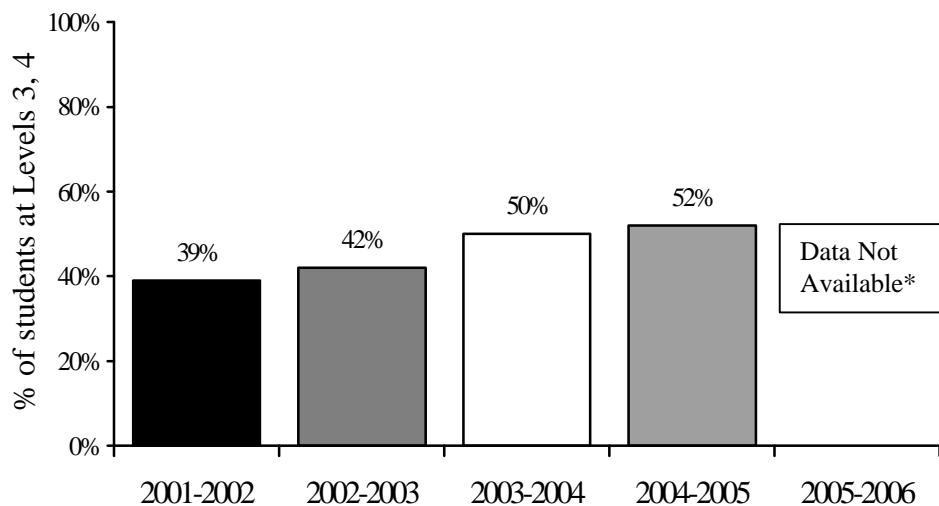
(All Students - Includes Exempt, No Data, Not Enough Evidence for Level 1)

#### Levels 3, 4

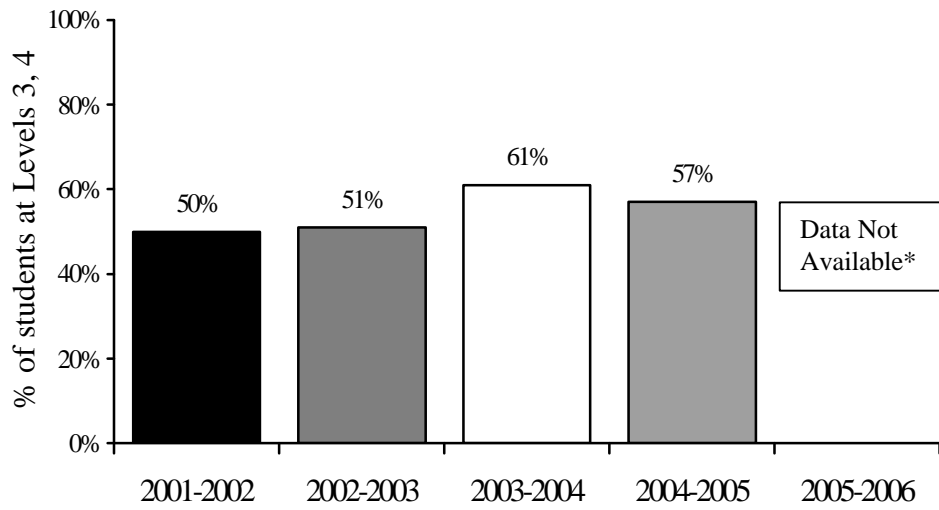
##### ESL/ELD - Grade 3 Reading



##### ESL/ELD - Grade 3 Writing



## ESL/ELD – Grade 3 Mathematics



*\*Note:* Due to a change in the definition for the English as a second language/English literacy development (ESL/ELD), data are unavailable this year.

## FIGURE 8

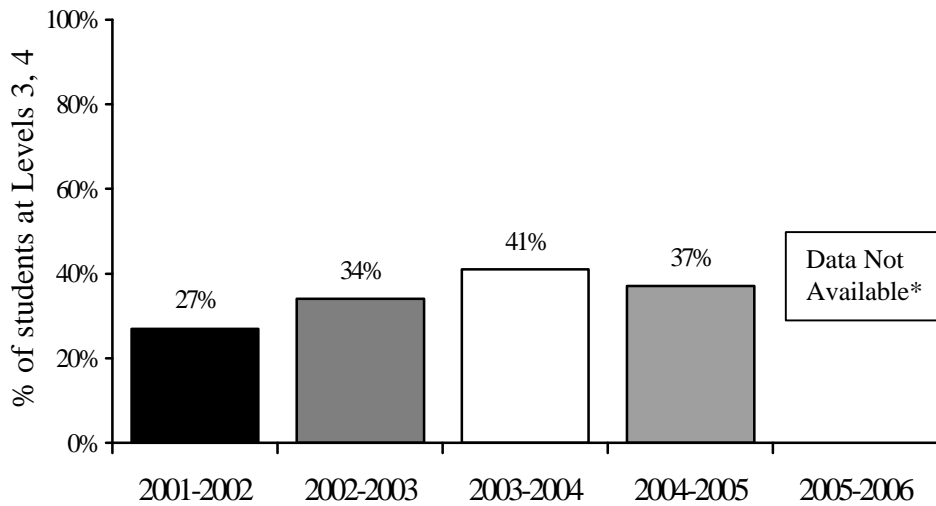
### EQAO 2005–2006 Grade 6 Results:

#### Peel Board Comparisons of Change in ESL/ELD Scores\* from 2001-2002 to 2005-2006

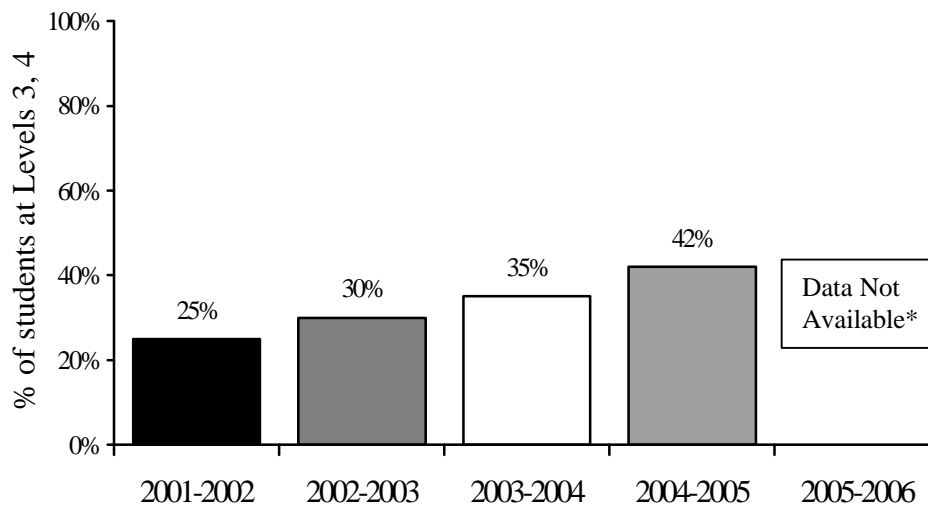
(All Students - Includes Exempt, No Data, Not Enough Evidence for Level 1)

#### Levels 3, 4

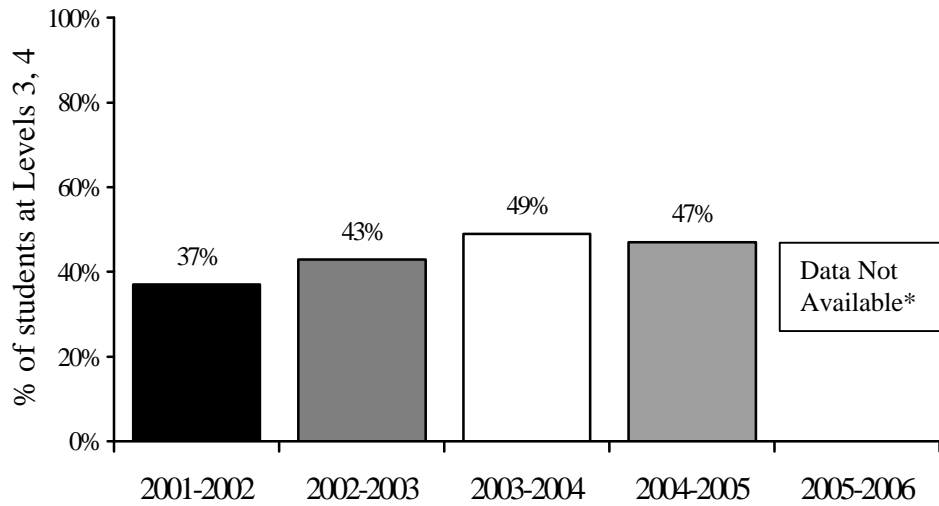
#### ESL/ELD – Grade 6 Reading



#### ESL/ELD - Grade 6 Writing



## ESL/ELD - Grade 6 Mathematics



*\*Note:* Due to a change in the definition for the English as a second language/English literacy development (ESL/ELD), data are unavailable this year.

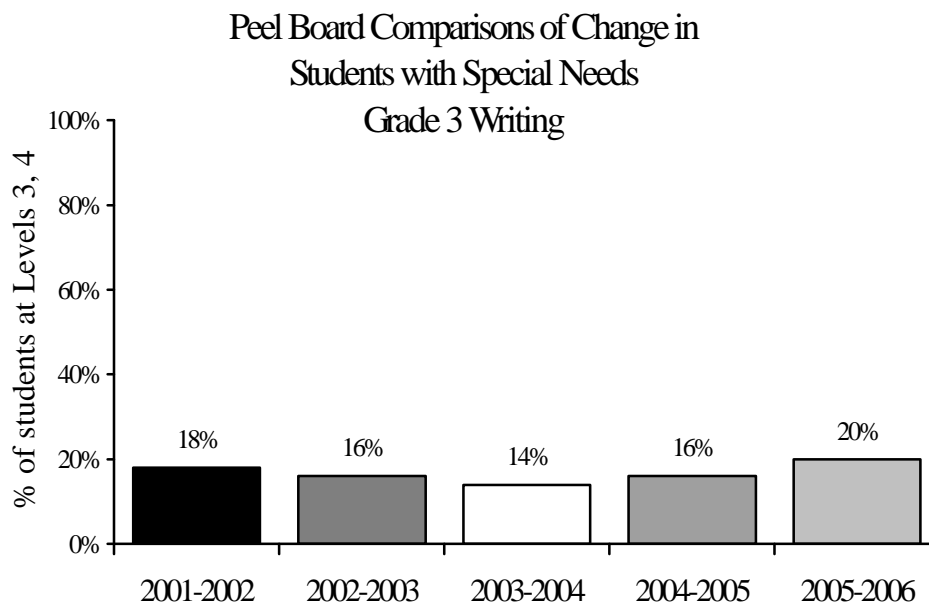
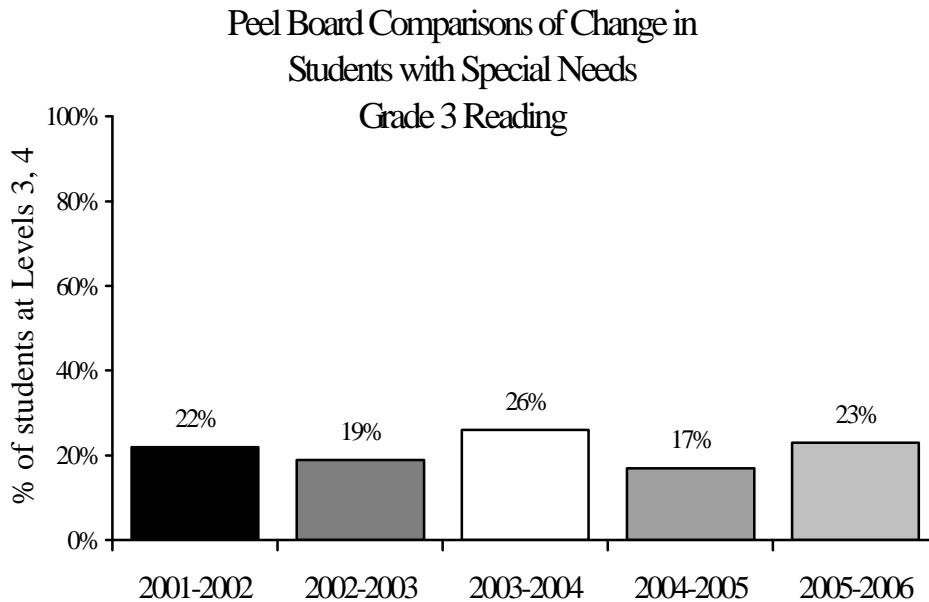
## FIGURE 9

### EQAO 2005–2006 Grade 3 Results:

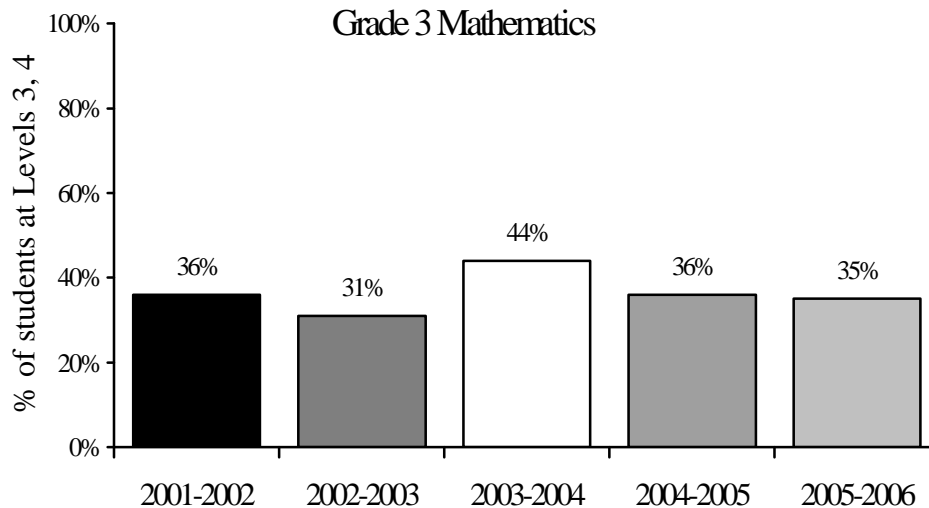
### Peel Board Comparisons of Change in Students with Special Needs' Scores from 2001-2002 to 2005-2006 (excluding gifted)

(All Students - Includes Exempt, No Data, Not Enough Evidence for Level 1)

#### Levels 3, 4



Peel Board Comparisons of Change in  
Students with Special Needs  
Grade 3 Mathematics



**When compared to last year's results (2004–2005), Peel students with special needs scored:**

- 6% higher in 2005–2006 for reading.
- 4% higher in 2005–2006 for writing.
- 1% lower in 2005–2006 for mathematics.

**When compared to 2001-2002 results (5-year trends), Peel students with special needs scored:**

- 1% higher in 2005–2006 for reading.
- 2% higher in 2005–2006 for writing.
- 1% lower in 2005–2006 for mathematics.

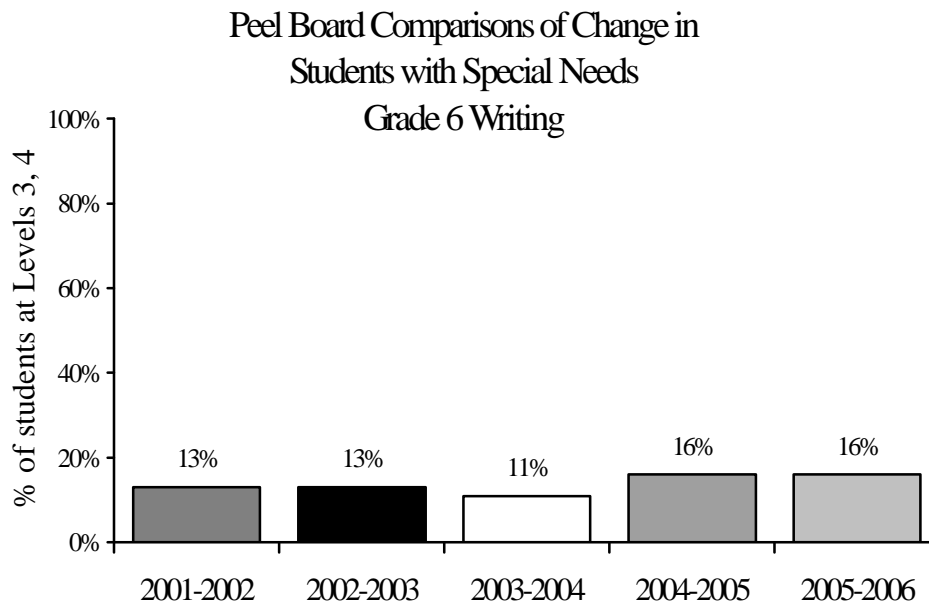
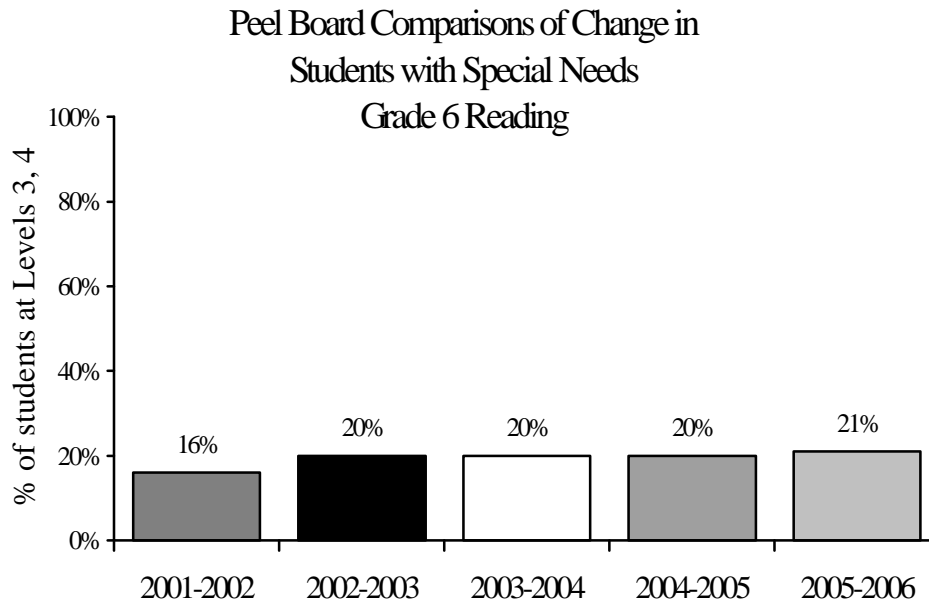
## FIGURE 10

### EQAO 2005–2006 Grade 6 Results:

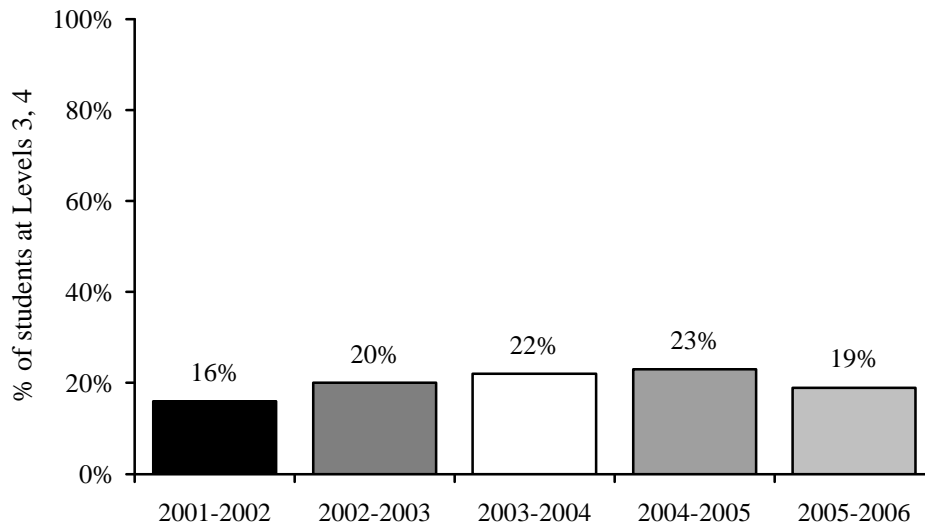
#### Peel Board Comparisons of Change in Students with Special Needs' Scores from 2001-2002 to 2005-2006 (excluding gifted)

(All Students - Includes Exempt, No Data, Not Enough Evidence for Level 1)

#### Levels 3, 4



## Peel Board Comparisons of Change in Students with Special Needs Grade 6 Mathematics



**When compared to last year's results (2004–2005), Peel students with special needs scored:**

- 1% higher in 2005–2006 for reading.
- the same in 2005–2006 for writing.
- 4% lower in 2005–2006 for mathematics.

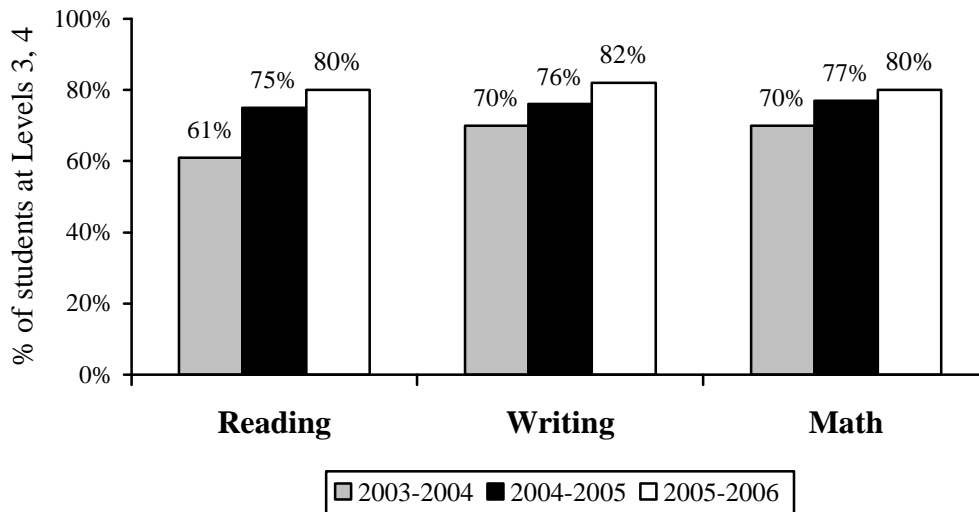
**When compared to 2001-2002 results (5-year trends), Peel students with special needs scored:**

- 5% higher in 2005–2006 for reading.
- 3% higher in 2005–2006 for writing.
- 3% higher in 2005–2006 for mathematics.

## FIGURE 11

### EQAO 2005–2006 Grade 3 Results: Peel Board Comparisons of Change in French Immersion Students' Scores\* (All Students - Includes Exempt, No Data, Not Enough Evidence for Level 1)

#### Grade 3 Peel Board French Immersion Levels 3, 4



\*Note: These results include French Immersion students who wrote the reading, writing, and mathematics components of the assessment in English.

#### When compared to last year's results (2004–2005), Peel Board French Immersion students scored:

- 5% higher in 2005-2006 for reading.
- 6% higher in 2005-2006 for writing.
- 3% higher in 2005-2006 for mathematics.

#### When compared to 2003-2004 results (3-year trends), Peel Board French Immersion students scored:

- 19% higher in 2005–2006 for reading.
- 12% higher in 2005–2006 for writing.
- 10% higher in 2005–2006 for mathematics.

# Summary of Results, 2005–2006 for Levels 3, 4

## 1. Peel Board and Provincial Results

- Grade 3 Peel students scored 3% above the provincial results in reading.
- Grade 3 Peel students scored 6% above the provincial results in writing.
- Grade 3 Peel students scored 4% above the provincial results in mathematics.
- Grade 6 Peel students scored the same as the provincial results in reading.
- Grade 6 Peel students scored 3% above the provincial results in writing.
- Grade 6 Peel students scored 1% above the provincial results in mathematics.

## 2. Yearly Comparisons (Peel Board)

- Grade 3 students scored 8% higher in reading when compared to last year.
- Grade 3 students scored 7% higher in writing when compared to last year.
- Grade 3 students scored 5% higher in mathematics when compared to last year.
- Grade 6 students scored 2% higher in reading when compared to last year.
- Grade 6 students scored 3% higher in writing when compared to last year.
- Grade 6 students scored 3% higher in mathematics when compared to last year.

## 3. Five-Year Comparisons (Peel Board)

- Grade 3 students scored 9% higher in reading than in 2001-2002.
- Grade 3 students scored 10% higher in writing than in 2001-2002.
- Grade 3 students scored 5% higher in mathematics than in 2001-2002.
- Grade 6 students scored 6% higher in reading than in 2001-2002.
- Grade 6 students scored 10% higher in writing than in 2001-2002.
- Grade 6 students scored 7% higher in mathematics than in 2001-2002.

## 4. Gender Comparisons (Peel Board)

- Grade 3 girls scored 13% higher than boys in reading.
- Grade 3 girls scored 15% higher than boys in writing.
- Grade 3 girls scored 2% lower than boys in mathematics.
- Grade 6 girls scored 15% higher than boys in reading.
- Grade 6 girls scored 20% higher than boys in writing.
- Grade 6 girls scored 2% higher than boys in mathematics.

### Gender Gap Analysis

- Girls outperformed boys in almost all test areas in both grades.
- The gender gap in achievement is largest for writing and reading in both grades 3 and 6.
- Within grade 3 and grade 6, the gender gap in achievement in each test area since 2001-2002 has remained relatively consistent.

### **5. Students with Special Needs' Yearly Comparisons (Peel Board)**

- Grade 3 students with special needs scored 6% higher in reading when compared to last year.
- Grade 3 students with special needs scored 4% higher in writing when compared to last year.
- Grade 3 students with special needs scored 1% lower in mathematics when compared to last year.
- Grade 6 students with special needs scored 1% higher in reading when compared to last year.
- Grade 6 students with special needs scored the same in writing when compared to last year.
- Grade 6 students with special needs scored 4% lower in mathematics when compared to last year.

### **6. Students with Special Needs' Five-Year Comparisons (Peel Board)**

- Grade 3 students with special needs scored 1% higher in reading than in 2001-2002.
- Grade 3 students with special needs scored 2% higher in writing than in 2001-2002.
- Grade 3 students with special needs scored 1% lower in mathematics than in 2001-2002.
- Grade 6 students with special needs scored 5% higher in reading than in 2001-2002.
- Grade 6 students with special needs scored 3% higher in writing than in 2001-2002.
- Grade 6 students with special needs scored 3% higher in mathematics than in 2001-2002.

### **7. French Immersion Yearly Comparisons (Peel Board)**

Peel Board French Immersion students in Grade 3 (who wrote the test in English) scored:

- 5% higher in reading when compared to last year.
- 6% higher in writing when compared to last year.
- 3% higher in mathematics when compared to last year.

### **8. French Immersion Three-Year Comparisons (Peel Board)**

- Grade 3 French Immersion students scored 19% higher in reading than in 2003-2004.
- Grade 3 French Immersion students scored 12% higher in writing than in 2003-2004.
- Grade 3 French Immersion students scored 10% higher in mathematics than in 2003-2004.