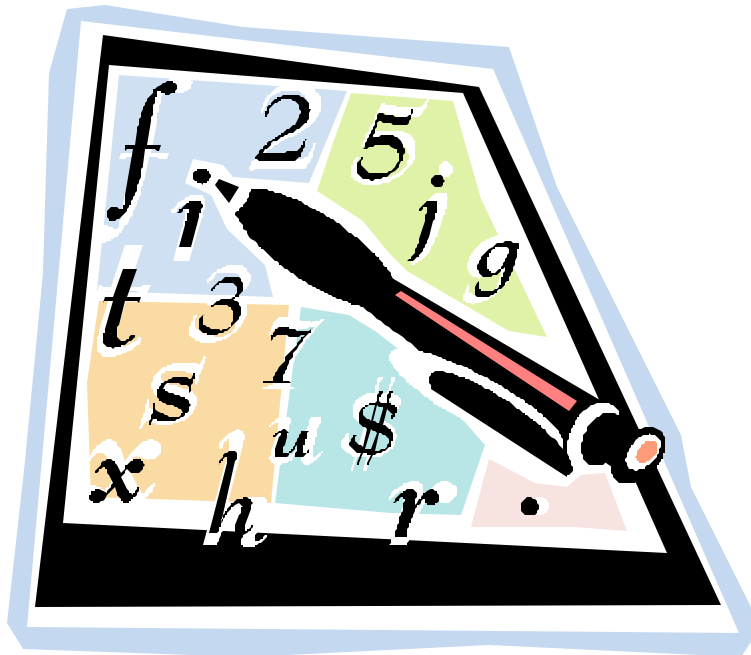




Grade 3 and Grade 6 EQAO Assessments of Reading, Writing, and Mathematics 2004-2005

Overview of Results



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**Grade 3 and Grade 6 EQAO
Assessments of Reading, Writing, and Mathematics
2004-2005**

Overview of Results

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Grade 3 and Grade 6 EQAO Assessments of Reading, Writing, and Mathematics 2004–2005

Introduction

This report contains an overview of the 2004–2005 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.

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 has been in place for nine years. 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 2005.

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 four 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?

Peel grade 3 (9,853) and grade 6 (9,934) 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 – 8% percent of grade 3 and grade 6 students received one or more accommodations. Two percent of Peel grade 3 students and 1% of grade 6 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*.

Marking was done in July 2005 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.

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.

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 Assessment Peel and Provincial Board Results 2004–2005

Background Characteristics

Grade 3 Students

- 9,853 Peel grade 3 students in 142 schools participated in the EQAO testing; 2% were fully exempt from the assessment in all three subjects. Of those students who took the test, 6% were identified as students with special needs (excluding gifted and enhanced learning students) and 29% were ESL/ELD learners.
- Twelve percent attended three or more schools since grade 1; 91% attended kindergarten before grade 1; 23% were born outside of Canada; 3% were in Canada less than one year, 5% were in Canada one year or more but less than three years, and 14% were in Canada three years or more; 45% of students first learned a language at home other than English.

Grade 6 Students

- 9,934 Peel grade 6 students in 90 schools participated in the EQAO testing; 1% 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 and enhanced learning students) and 12% were ESL/ELD learners.
- Fifty percent attended three or more schools since grade 1; 26% 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, 18% were in Canada three years or more; 38% of students first learned a language at home other than English.

Organization of the Report

Grades 3 and 6 student achievement results for Peel and the province are presented in Tables/Figures 1 and 2 for reading, writing, and mathematics. The percentage of all students performing at Levels 2, 3, 4 and Levels 3, 4 are presented for each subject area. Figure 3 presents the comparison of student achievement scores between Peel and the province. Figures 4 and 5 present grades 3 and 6 student results over the past four years. Figure 6 presents Peel gender comparisons for grades 3 and 6, and Table 3 presents the Peel gender gap analysis from 2001–2002 to 2004–2005. Figures 7 and 8 present Peel ESL/ELD four-year comparisons for grades 3 and 6. Figures 9 and 10 present Peel student with special needs' four-year comparisons for grades 3 and 6. Figure 11 presents current results of grade 3 Peel French Immersion students compared to last year's results.

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, including students who were exempted, and students who did not have enough information for Level 1.

TABLE 1

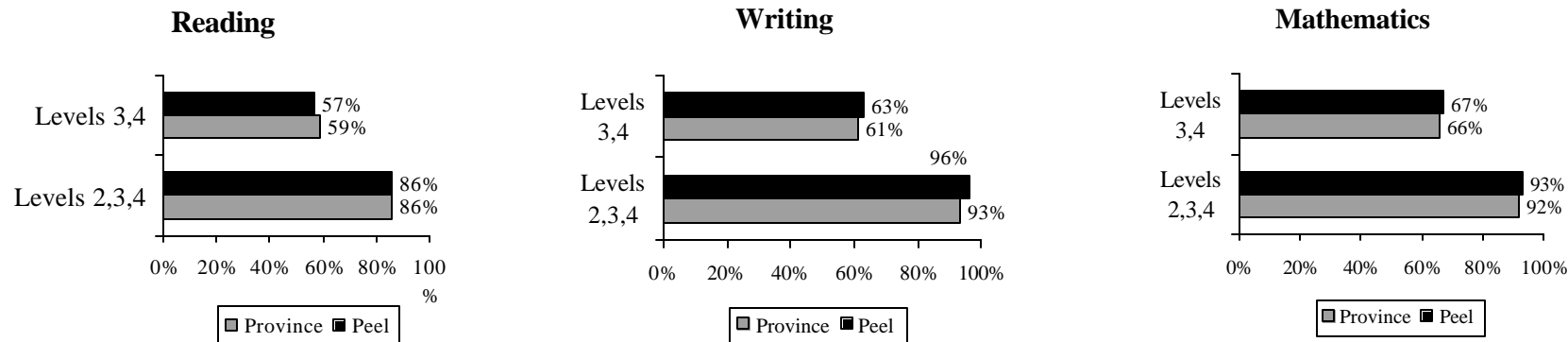
EQAO 2004–2005 Results: Peel and Provincial Comparisons - Grade 3

(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	
	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel
Reading	5%	3%	1%	1%	2%	2%	7%	8%	27%	29%	53%	52%	6%	6%
Writing	5%	3%	1%	1%	1%	1%	1%	1%	32%	33%	55%	56%	6%	7%
Mathematics	4%	2%	1%	1%	<1%	<1%	3%	3%	26%	26%	56%	56%	10%	11%

FIGURE 1

All Students¹



When compared to the province:

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

¹Due 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

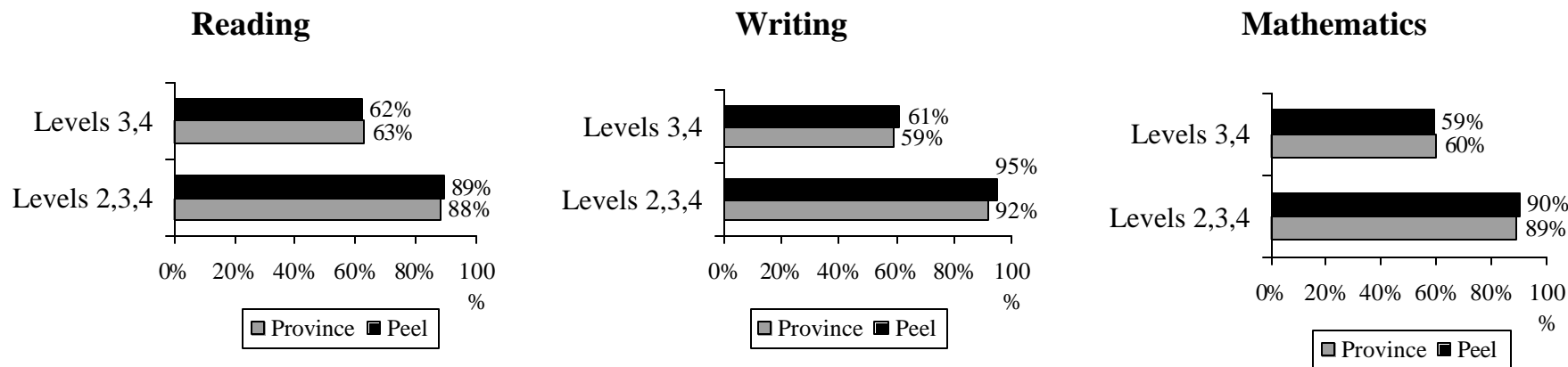
EQAO 2004–2005 Results: Peel and Provincial Comparisons - Grade 6

(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	
	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel
Reading	4%	2%	1%	1%	1%	1%	7%	8%	25%	27%	55%	54%	8%	8%
Writing	4%	1%	1%	1%	1%	1%	2%	3%	33%	34%	51%	53%	7%	8%
Mathematics	4%	2%	1%	1%	<1%	<1%	6%	8%	29%	31%	50%	49%	10%	11%

FIGURE 2

All Students¹



When compared to the province:

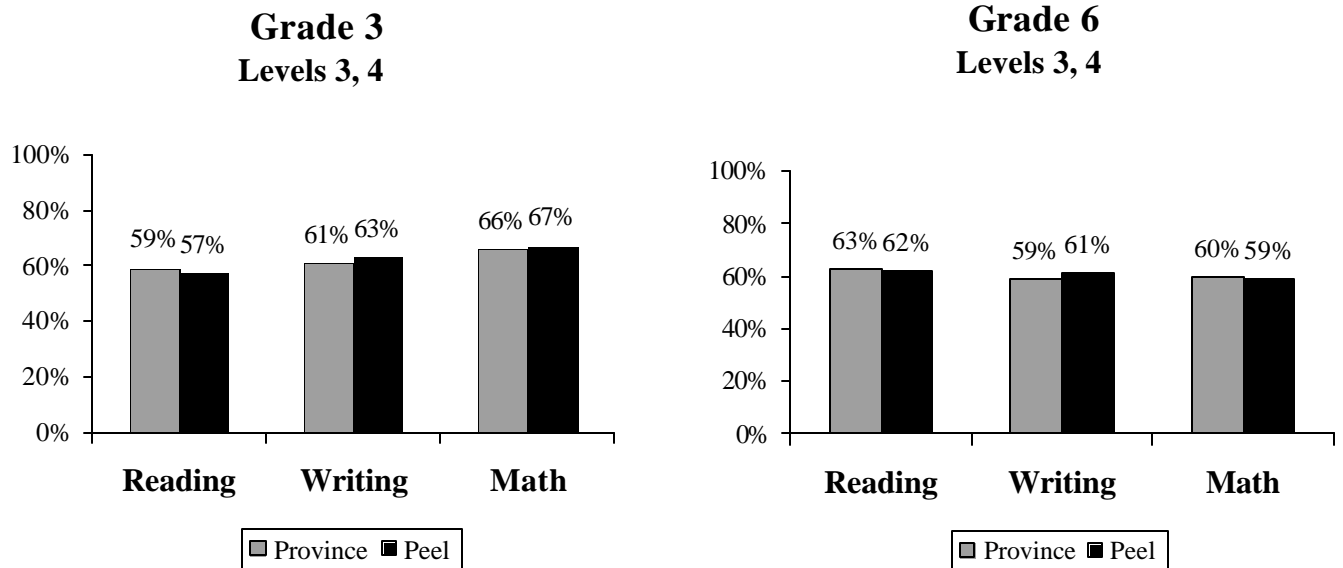
- Peel students in grade 6 scored at or above the provincial results in Levels 2, 3, 4 and Levels 3, 4, for reading and mathematics.
- Peel students in grade 6 scored above the provincial results in Levels 2,3,4 and Levels 3,4 for writing.

¹Due 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 2004–2005 Grade 3 and Grade 6 Results: Peel 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 around the provincial results in reading, writing, and mathematics.

For Grade 3 (Levels 3,4)

Peel students scored:

- 2% lower in reading
- 2% higher in writing
- 1% higher in mathematics

For Grade 6 (Levels 3,4)

Peel students scored:

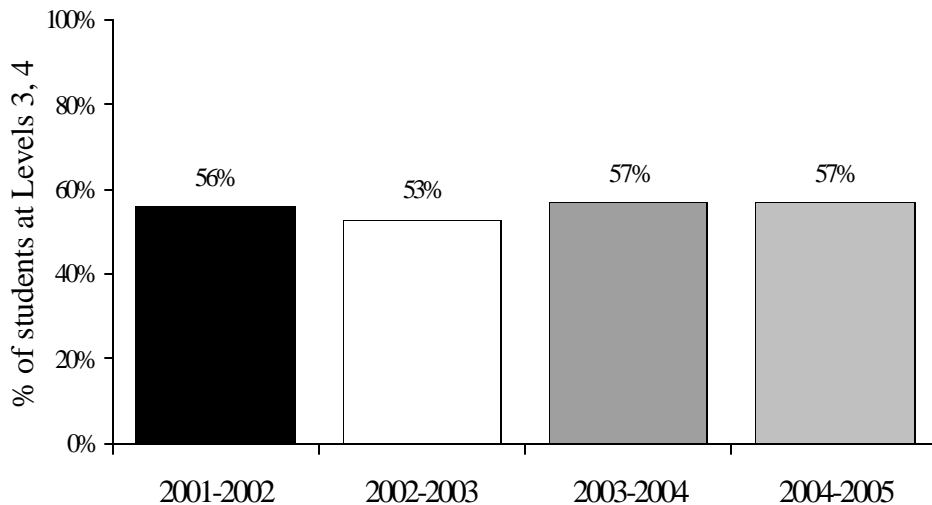
- 1% lower in reading
- 2% higher in writing
- 1% lower in mathematics

FIGURE 4

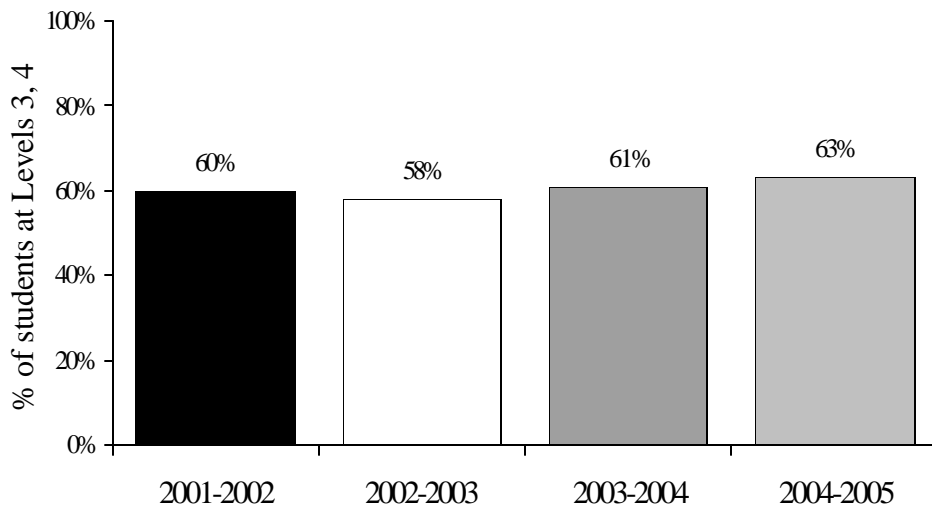
EQAO 2004–2005 Grade 3 Results: Peel Comparisons of Change in Scores from 2001-2002 to 2004-2005 (All students - Includes Exempt, No Data, Not Enough Evidence for Level 1)

Levels 3, 4

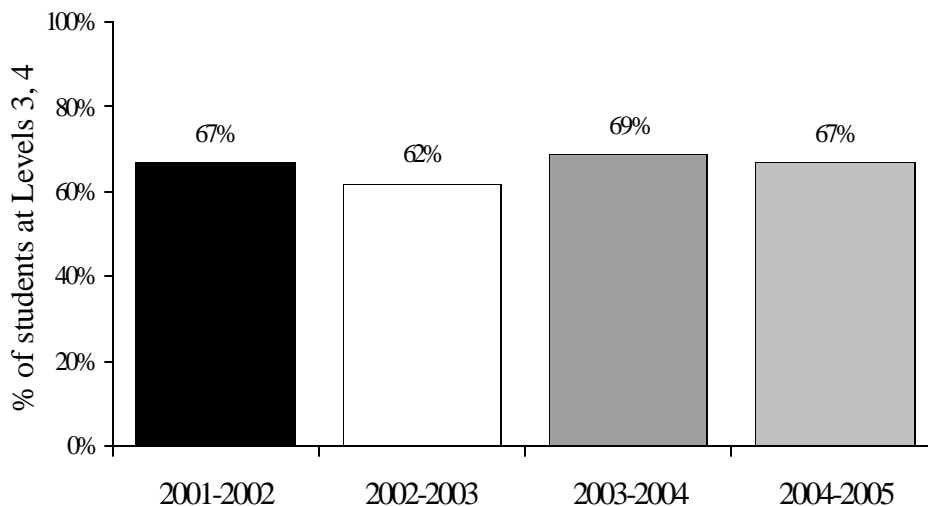
EQAO Grade 3 Reading Results



EQAO Grade 3 Writing Results



EQAO Grade 3 Mathematics Results



When compared to last year's results (2003–2004):

- Peel students scored the same in 2004–2005 for reading when compared to 2003–2004.
- Peel students scored 2% higher in 2004–2005 for writing when compared to 2003–2004.
- Peel students scored 2% lower in 2004–2005 for mathematics when compared to 2003–2004.

When compared to 2001-2002 results (4-year trends), Peel students scored:

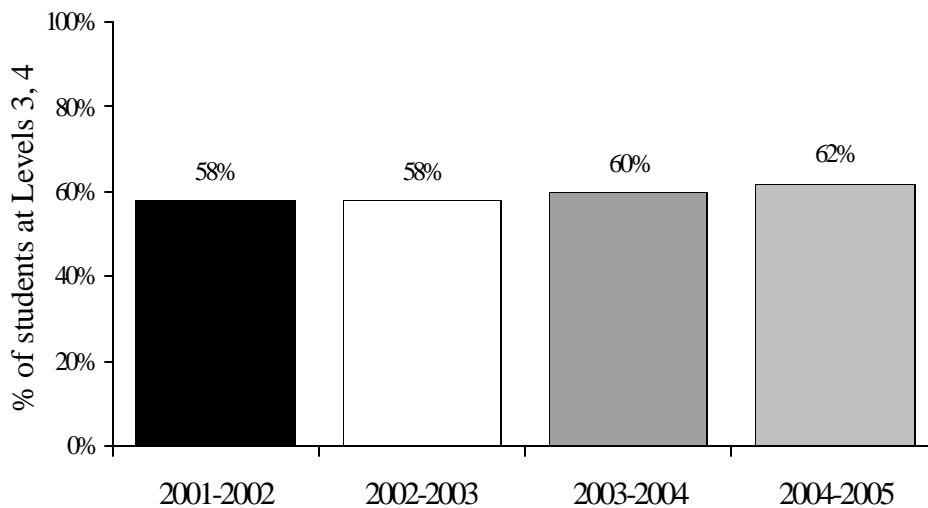
- 1% higher in 2004–2005 for reading
- 3% higher in 2004–2005 for writing
- the same in 2004–2005 for mathematics

FIGURE 5

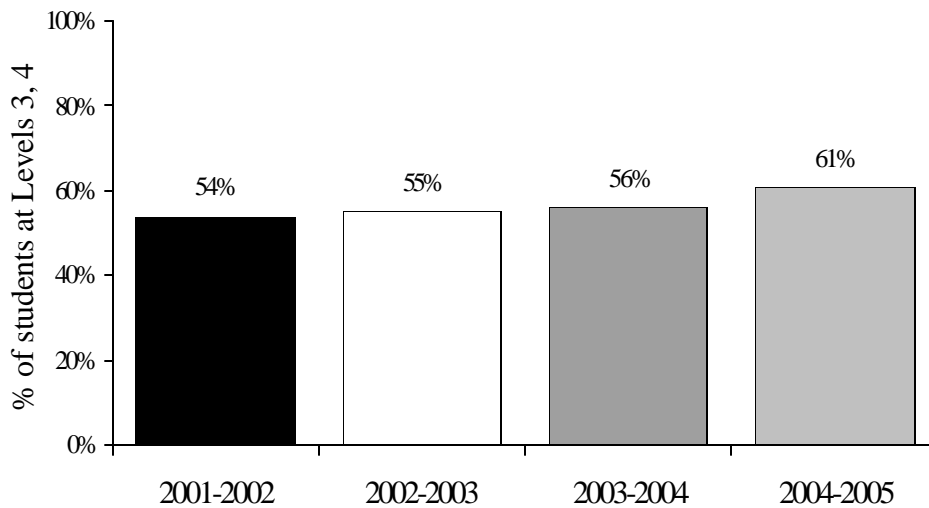
EQAO 2004–2005 Grade 6 Results: Peel Comparisons of Change in Scores from 2001-2002 to 2004-2005 (All students - Includes Exempt, No Data, Not Enough Evidence for Level 1)

Levels 3, 4

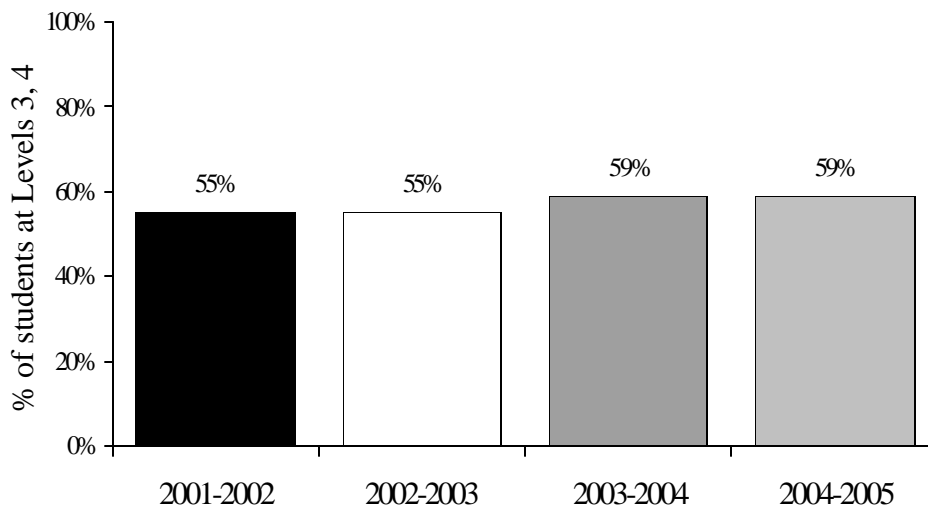
EQAO Grade 6 Reading Results



EQAO Grade 6 Writing Results



EQAO Grade 6 Mathematics Results



When compared to last year's results (2003–2004):

- Peel students scored 2% higher in 2004–2005 for reading when compared to 2003–2004.
- Peel students scored 5% higher in 2004–2005 for writing when compared to 2003–2004.
- Peel students scored the same in 2004–2005 for mathematics when compared to 2003–2004.

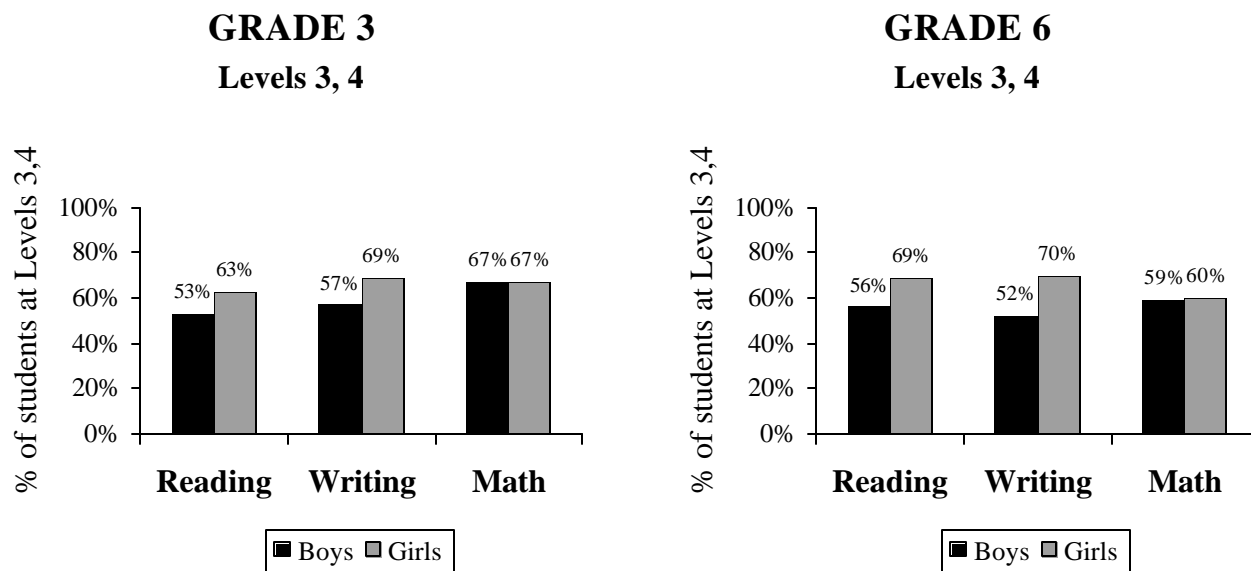
When compared to 2000-2001 results (four-year trends), Peel students scored:

- 4% higher in 2004–2005 for reading
- 7% higher in 2004–2005 for writing
- 4% higher in 2004–2005 for mathematics

FIGURE 6

EQAO 2004–2005 Grade 3 and Grade 6 Results: Peel Gender Comparisons

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



When comparing the results of Peel boys and girls:

- Peel girls in grade 3 scored above boys in reading and writing, and achieved the same in mathematics.
- Peel girls in grade 6 scored above boys in reading, writing, and mathematics.

For Grade 3 (Levels 3, 4)

Peel girls scored:

- 10% higher than boys in reading
- 12% higher than boys in writing
- the same as boys in mathematics

For Grade 6 (Levels 3, 4)

Peel girls scored:

- 13% higher than boys in reading
- 18% higher than boys in writing
- 1% higher than boys in mathematics

TABLE 3

Peel Gender Gap Analysis - Grade 3 and Grade 6

Extent to Which Girls Outperform Boys in Levels 3, 4

		2001–2002	2002–2003	2003–2004	2004–2005
Grade 3	Reading	+10%	+12%	+11%	+10%
	Writing	+18%	+16%	+17%	+12%
	Mathematics	0%	+2%	+1%	0%
Grade 6	Reading	+17%	+13%	+13%	+13%
	Writing	+22%	+18%	+17%	+18%
	Mathematics	+2%	+3%	+3%	+1%

When comparing the results of Peel boys and girls:

- Girls outperform 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.
- The gender gap in achievement in each test area since 2001-2002, within grade 3 and grade 6, has remained consistent over the last 4 years.

FIGURE 7

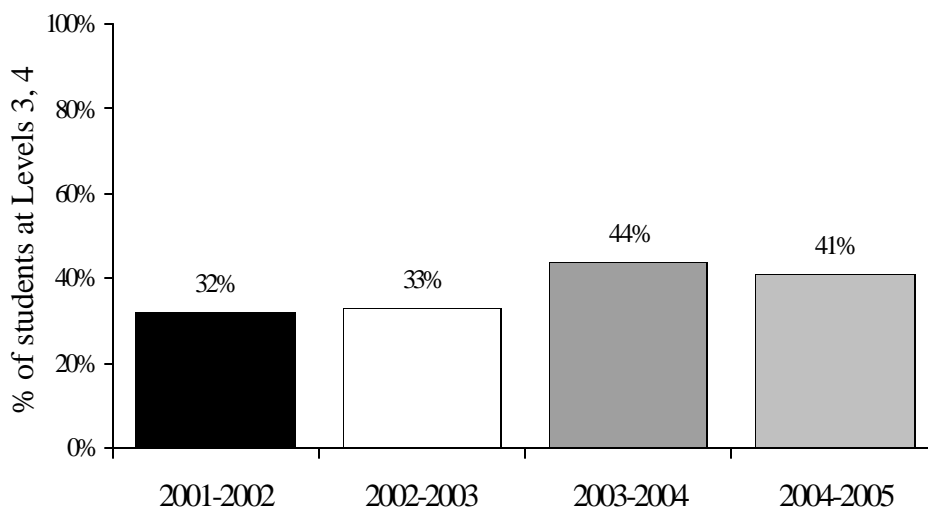
EQAO 2004–2005 Grade 3 Results:

Peel Comparisons of Change in ESL/ELD Scores from 2001-2002 to 2004-2005

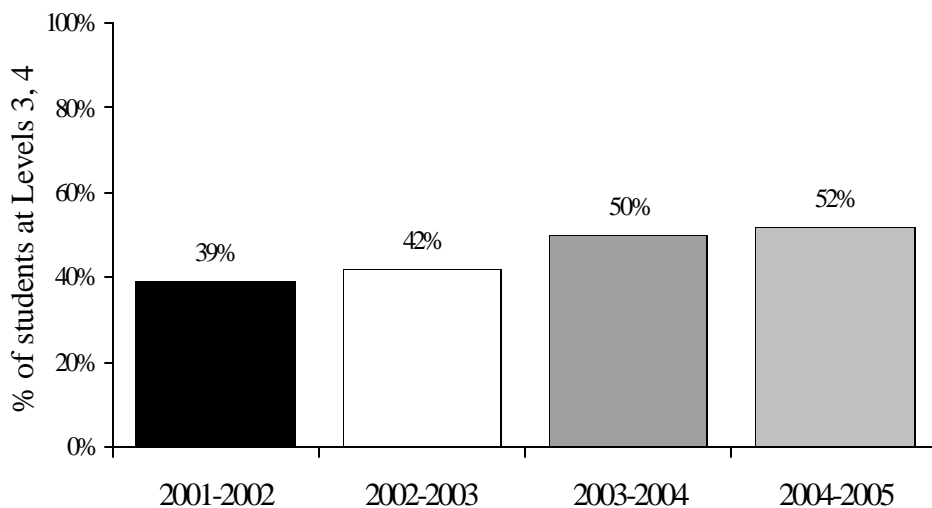
(All students - Includes Exempt, No Data, Not Enough Evidence for Level 1)

Levels 3, 4

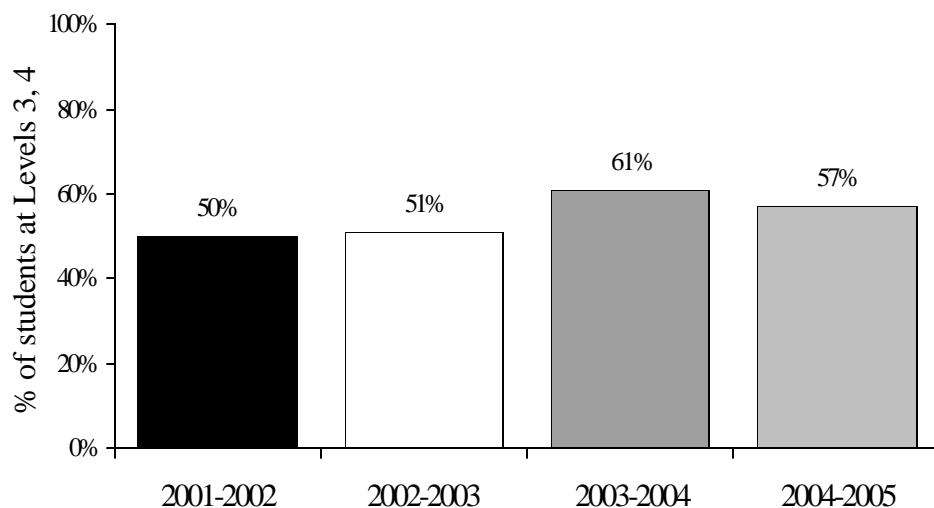
ESL/ELD - Grade 3 Reading



ESL/ELD - Grade 3 Writing



ESL/ELD – Grade 3 Math



When compared to last year's results (2003–2004):

- Peel ESL/ELD learners scored 3% lower in 2004–2005 for reading than in 2003–2004.
- Peel ESL/ELD learners scored 2% higher in 2004–2005 for writing than in 2003–2004.
- Peel ESL/ELD learners scored 4% lower in 2004–2005 for mathematics than in 2003–2004.

When compared to 2001-2002 results (four-year trends), Peel ESL/ELD learners scored:

- 9% higher in 2004–2005 for reading
- 13% higher in 2004–2005 for writing
- 7% higher in 2004–2005 for mathematics

FIGURE 8

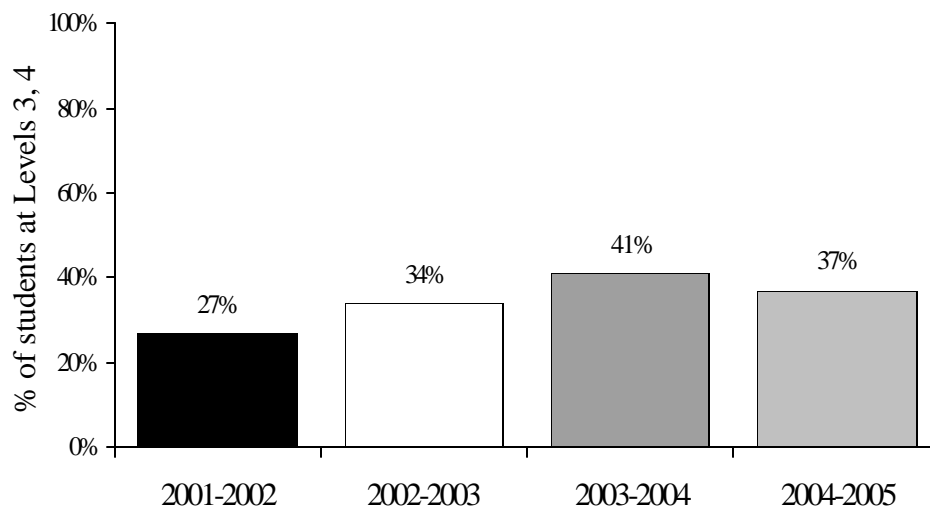
EQAO 2004–2005 Grade 6 Results:

Peel Comparisons of Change in ESL/ELD Scores from 2001-2002 to 2004-2005

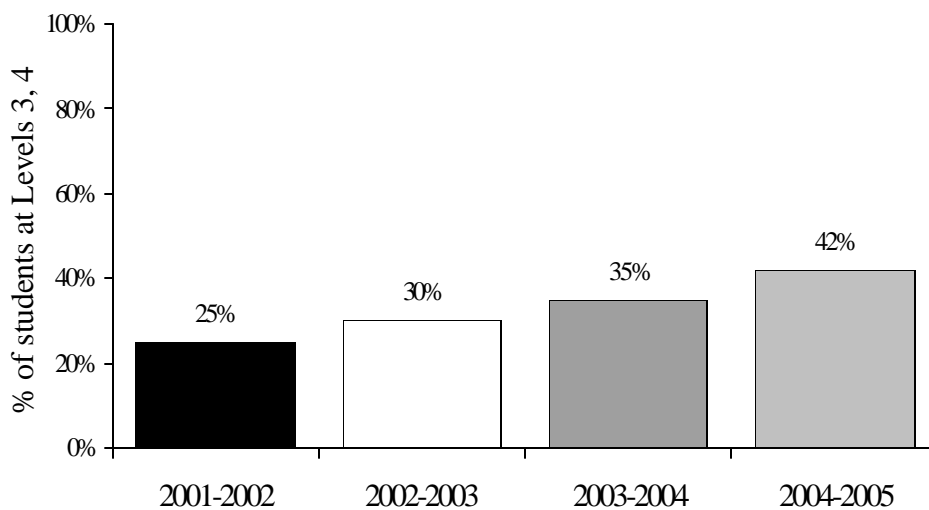
(All students - Includes Exempt, No Data, Not Enough Evidence for Level 1)

Levels 3, 4

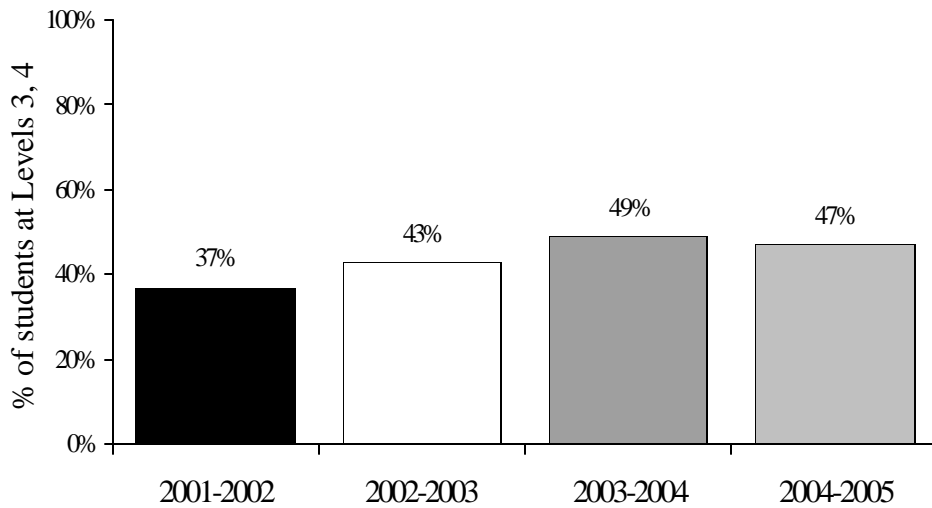
ESL/ELD – Grade 6 Reading



ESL/ELD - Grade 6 Writing



ESL/ELD - Grade 6 Math



When compared to last year's results (2003–2004):

- Peel ESL/ELD learners scored 4% lower in 2004–2005 for reading than in 2003–2004.
- Peel ESL/ELD learners scored 7% higher in 2004–2005 for writing than in 2003–2004.
- Peel ESL/ELD learners scored 2% lower in 2004–2005 for mathematics than in 2003–2004.

When compared to 2001-2002 results (four-year trends), Peel ESL/ELD learners scored:

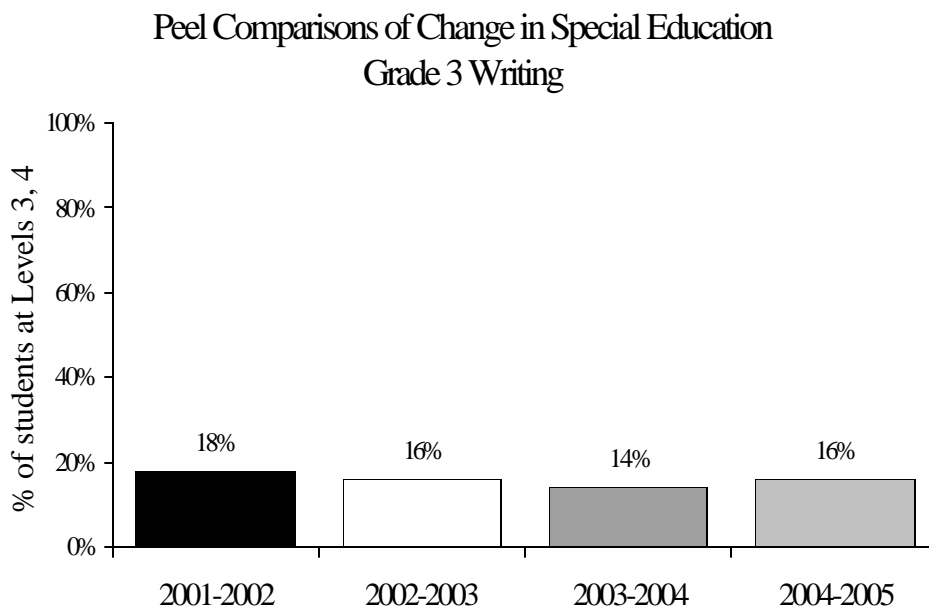
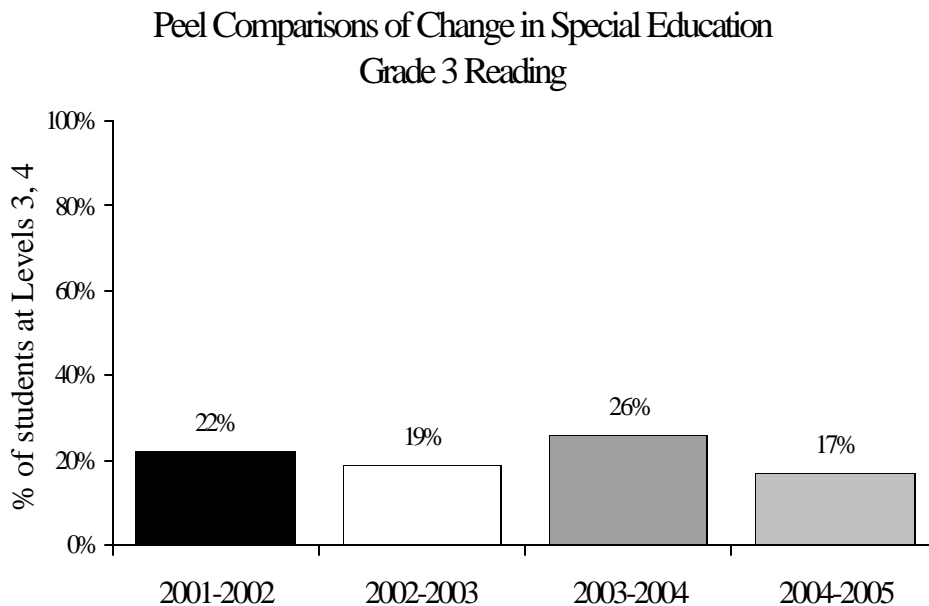
- 10% higher in 2004–2005 for reading
- 17% higher in 2004–2005 for writing
- 10% higher in 2004–2005 for mathematics

FIGURE 9

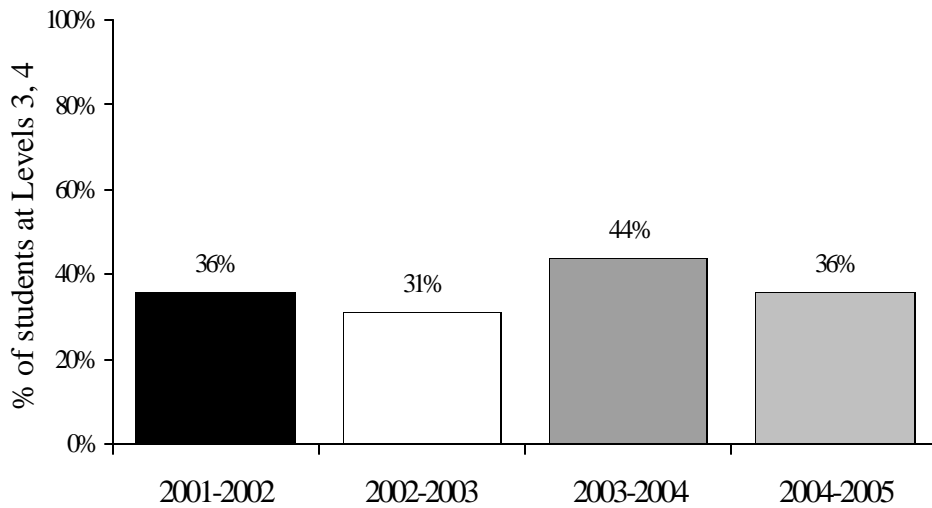
EQAO 2004–2005 Grade 3 Results: Peel Comparisons of Change in Special Education Results from 2001-2002 to 2004-2005 (excluding gifted)

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

Levels 3, 4



Peel Comparisons of Change in Special Education Grade 3 Mathematics



When compared to last year's results (2003–2004):

- Peel students with special needs scored 9% lower in 2004–2005 for reading when compared to 2003–2004.
- Peel students with special needs scored 2% higher in 2004–2005 for writing when compared to 2003–2004.
- Peel students with special needs scored 8% lower in 2004–2005 for mathematics when compared to 2003–2004.

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

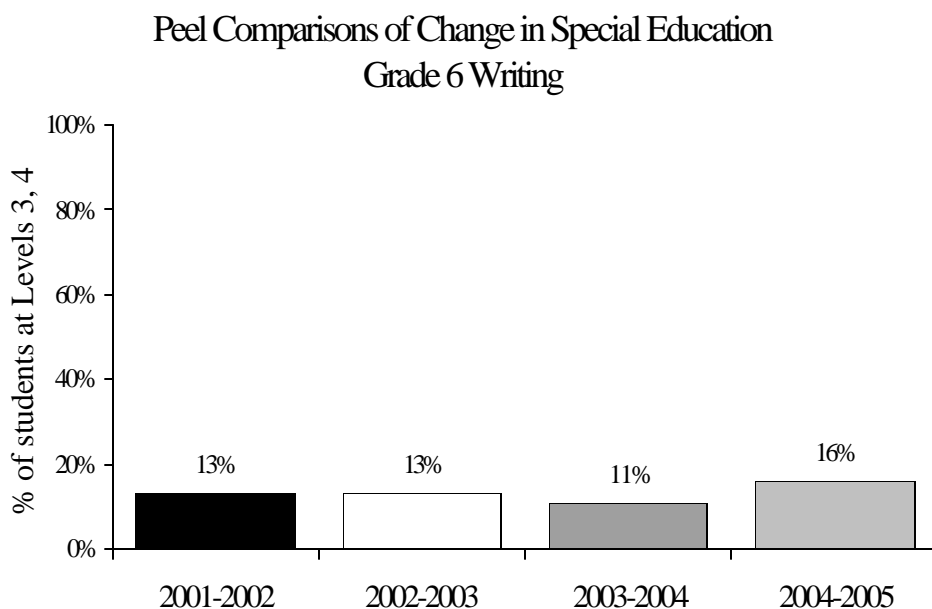
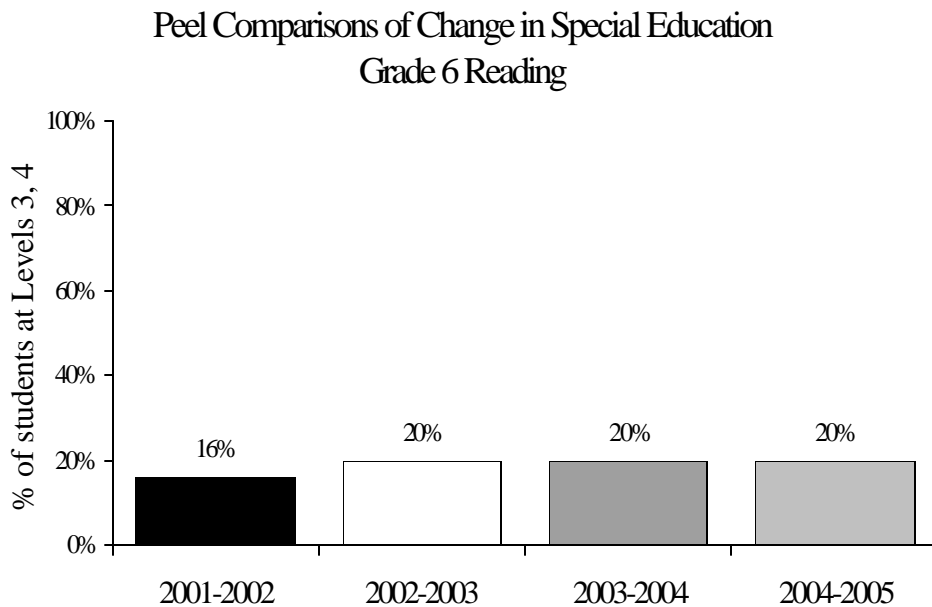
- 5% lower in 2004–2005 for reading
- 2% lower in 2004–2005 for writing
- the same in 2004–2005 for mathematics

FIGURE 10

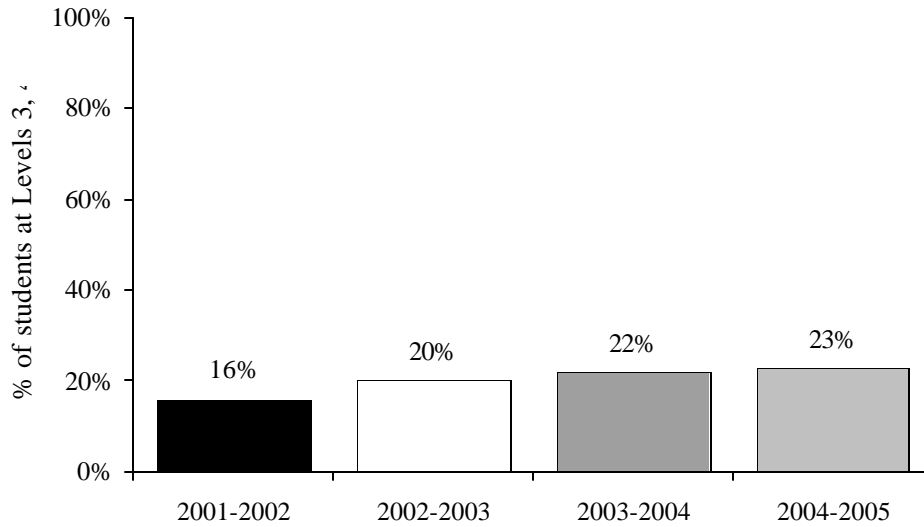
EQAO 2004–2005 Grade 6 Results: Peel Comparisons of Change in Special Education Scores from 2001-2002 to 2004-2005 (excluding gifted)

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

Levels 3, 4



Peel Comparisons of Change in Special Education Grade 6 Mathematics



When compared to last year's results (2003–2004):

- Peel students with special needs scored the same in 2004–2005 for reading as in 2003–2004.
- Peel students with special needs scored 5% higher in 2004–2005 for writing than in 2003–2004.
- Peel students with special needs scored 1% higher in 2004–2005 for mathematics than in 2003–2004.

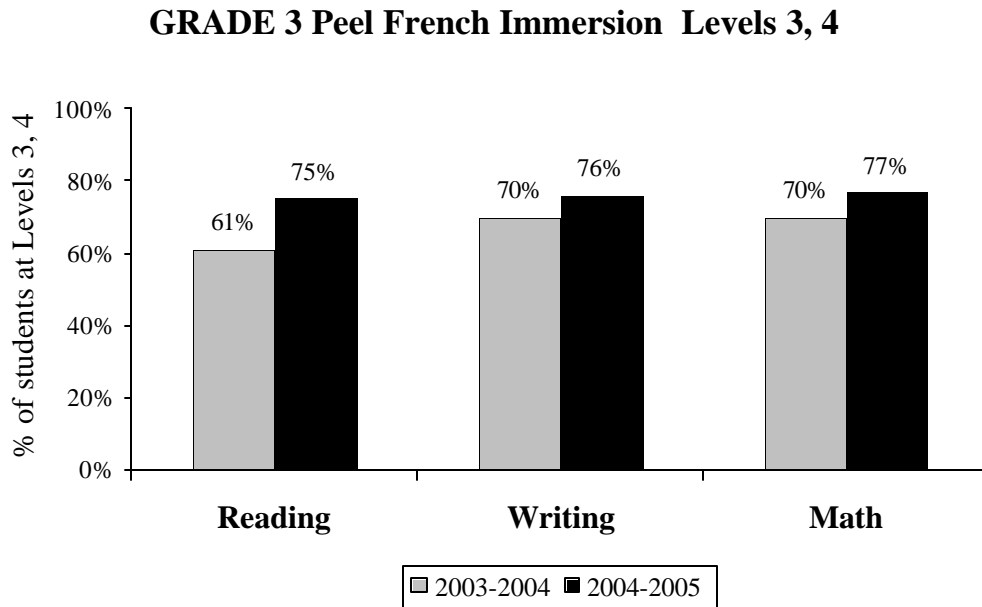
When compared to 2001-2002 results (four-year trends), Peel students with special needs scored:

- 4% higher in 2004–2005 for reading
- 3% higher in 2004–2005 for writing
- 7% higher in 2004–2005 for mathematics

FIGURE 11

EQAO 2004–2005 Grade 3 Results: Peel Comparisons of Change in French Immersion Students' Scores*

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



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

When compared to last year:

- Peel French Immersion students in grade 3 scored higher in reading (14%), writing (6%), and mathematics (7%).

Summary of Results, 2004–2005

1. Peel and Provincial Results

- Peel grade 3 students scored above the provincial results in writing (2%), and mathematics (1%); Peel grade 3 students scored slightly below the provincial results in reading (2%)
- Peel grade 6 students scored above the provincial results in writing (2%) and slightly below the provincial results in reading (1%) and mathematics (1%)

2. Yearly Comparisons (Peel)

- Grade 3 students scored the same in reading when compared to last year
- Grade 3 students scored 2% higher in writing when compared to last year
- Grade 3 students scored 2% lower in mathematics when compared to last year
- Grade 6 students scored 2% higher in reading when compared to last year
- Grade 6 students scored 5% higher in writing when compared to last year
- Grade 6 students scored the same in mathematics when compared to last year

3. Four-Year Comparisons (Grade 3)

- Grade 3 students scored 1% higher in reading than in 2001-2002
- Grade 3 students scored 3% higher in writing than in 2001-2002
- Grade 3 students scored the same in mathematics as in 2001-2002

Four-Year Comparisons (Grade 6)

- Grade 6 students scored 4% higher in reading than in 2001-2002
- Grade 6 students scored 7% higher in writing than in 2001-2002
- Grade 6 students scored 4% higher in mathematics than in 2001-2002

4. Gender Comparisons (Peel)

- Grade 3 girls scored significantly higher than boys in reading (10%) and writing (12%)
- Grade 3 girls scored the same as boys in mathematics
- Grade 6 girls scored significantly higher than boys in reading (13%) and writing (18%)
- Grade 6 girls scored slightly higher than boys in mathematics (1%)

Gender Gap Analysis

- Girls outperform 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
- The smallest gender gap occurs in mathematics for both grade 3 and grade 6 students
- The gender gap in achievement in each test area since 1997–1998, within grade 3 and grade 6, has remained essentially the same

5. ESL/ELD Yearly Comparisons (Peel)

- Grade 3 ESL/ELD learners scored 3% lower in reading when compared to last year
- Grade 3 ESL/ELD learners scored 2% higher in writing when compared to last year
- Grade 3 ESL/ELD learners scored 4% lower in mathematics when compared to last year
- Grade 6 ESL/ELD learners scored 4% lower in reading when compared to last year
- Grade 6 ESL/ELD learners scored 7% higher in writing when compared to last year
- Grade 6 ESL/ELD learners scored 2% lower in mathematics when compared to last year

6. ESL/ELD Four-Year Comparisons (Peel)

- Grade 3 ESL/ELD learners scored 9% higher in reading than in 2001-2002
- Grade 3 ESL/ELD learners scored 13% higher in writing than in 2001-2002
- Grade 3 ESL/ELD learners scored 7% higher in mathematics than in 2001-2002
- Grade 6 ESL/ELD learners scored 10% higher in reading than in 2001-2002
- Grade 6 ESL/ELD learners scored 17% higher in writing than in 2001-2002
- Grade 6 ESL/ELD learners scored 10% higher in mathematics than in 2001-2002

7. Special Education Yearly Comparisons (Peel)

- Grade 3 students with special needs scored 9% lower in reading when compared to last year
- Grade 3 students with special needs scored 2% higher in writing when compared to last year
- Grade 3 students with special needs scored 8% lower in mathematics when compared to last year
- Grade 6 students with special needs scored the same in reading when compared to last year
- Grade 6 students with special needs scored 5% higher in writing when compared to last year
- Grade 6 students with special needs scored 1% higher in mathematics when compared to last year

8. Special Education Four-Year Comparisons (Peel)

- Grade 3 students with special needs scored 5% lower in reading than in 2001-2002
- Grade 3 students with special needs scored 2% lower in writing than in 2001-2002
- Grade 3 students with special needs scored the same in mathematics as in 2001-2002
- Grade 6 students with special needs scored 4% 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 7% higher in mathematics than in 2001-2002

9. French Immersion (Peel) (Levels 3,4)

- Peel French Immersion students in Grade 3 (who wrote the test in English) scored higher than last year in reading (14%), writing (6%), and mathematics (7%)