



**EQAO Assessments of Reading, Writing, and Mathematics  
Primary Division (Grades 1-3) and  
Junior Division (Grades 4-6)  
2009-2010**

**Overview of Results**

---



---

Shawn Moynihan  
Superintendent  
Curriculum and Instruction Support Services

*Assessment and Accountability Department*

Kim Bennett  
Assessment and Accountability Officer

Rosanne Brown  
Assessment and Accountability Officer

Marti Carpenter  
Testing/Assessment Technician

Paul Favaro  
Chief of Assessment and Accountability

Pat Hare  
Administrative Assistant

Tom Lam  
Assessment and Accountability Analyst

Sumbal Malik  
Assessment and Accountability Officer

Aimee Wolanski  
Assessment and Accountability Officer

---



---

**EQAO Assessments of Reading, Writing, and Mathematics  
Primary Division (Grades 1-3) and  
Junior Division (Grades 4-6)  
2009-2010**

**Overview of Results**

---

# TABLE OF CONTENTS

## **EQAO Assessments of Reading, Writing, and Mathematics: 2009-2010 Primary Division (Grades 1-3) and Junior Division (Grades 4-6)**

Summary of Results.....	1
A. Introduction.....	2
B. Contextual Information .....	5
C. Overall Achievement for the PDSB .....	6
D. All Students – Levels 3, 4 Results – Trends over Time.....	9
E. Primary and Junior Divisions Levels 3, 4 Results by Gender .....	11
F. English Language Learners (ELL) Levels 3, 4 Results – Trends over Time .....	16
G . Students with Special Education Needs (excluding gifted) Levels 3, 4 Results – Trends over Time.....	18
H. French Immersion (FI) Students Levels 3, 4 Results – Trends over Time .....	20
I. Grade 3 and Grade 6 Student Questionnaire Results.....	21

### **Tables**

Table 1: Contextual Information.....	5
Table 2: Primary Division Results by Gender – Trends over Time .....	12
Table 3 : Extent to which Grade 3 Females Outperform Males in Levels 3, 4.....	13
Table 4 : Junior Division Results by Gender – Trends over Time.....	14
Table 5 : Extent to which Grade 6 Females Outperform Males in Levels 3, 4.....	15
Table 6 : Grade 3 and Grade 6 Student Questionnaire Results .....	21

## Figures

Figure 1: Primary Division Levels 3, 4.....	6
Figure 2: Junior Division Levels 3, 4.....	6
Figure 3: Primary Division Reading.....	7
Figure 4: Primary Division Writing.....	7
Figure 5: Primary Division Mathematics.....	7
Figure 6: Junior Division Reading.....	8
Figure 7: Junior Division Writing.....	8
Figure 8: Junior Division Mathematics.....	8
Figure 9: Primary Division Reading – Trends over Time.....	9
Figure 10: Primary Division Writing – Trends over Time.....	9
Figure 11: Primary Division Mathematics – Trends over Time.....	9
Figure 12: Junior Division Reading – Trends over Time.....	10
Figure 13: Junior Division Writing – Trends over Time.....	10
Figure 14: Junior Division Mathematics – Trends over Time.....	10
Figure 15: PDSB Primary Division by Gender.....	11
Figure 16: Province Primary Division by Gender.....	11
Figure 17: PDSB Junior Division by Gender.....	11
Figure 18 : Province Junior Division by Gender.....	11
Figure 19: ELL Primary Division Reading – Trends over Time.....	16
Figure 20: ELL Primary Division Writing – Trends over Time.....	16
Figure 21: ELL Primary Division Mathematics – Trends over Time.....	16
Figure 22: ELL Junior Division Reading – Trends over Time.....	17
Figure 23: ELL Junior Division Writing – Trends over Time.....	17
Figure 24: ELL Junior Division Mathematics – Trends over Time.....	17
Figure 25: Students with Special Education Needs (excluding gifted) Primary Division Reading – Trends over Time.....	18
Figure 26: Students with Special Education Needs (excluding gifted) Primary Division Writing – Trends over Time.....	18
Figure 27: Students with Special Education Needs (excluding gifted) Primary Division Mathematics – Trends over Time.....	18
Figure 28: Students with Special Education Needs (excluding gifted) Junior Division Reading – Trends over Time.....	19
Figure 29: Students with Special Education Needs (excluding gifted) Junior Division Writing – Trends over Time.....	19
Figure 30: Students with Special Education Needs (excluding gifted) Junior Division Mathematics – Trends over Time.....	19
Figure 31: FI Students Primary Division Reading – Trends over Time.....	20
Figure 32: FI Students Primary Division Writing – Trends over Time.....	20
Figure 33: FI Students Primary Division Math – Trends over Time.....	20

**EQAO Assessments of Reading, Writing, and Mathematics  
Primary Division (Grade 1-3) and Junior Division (Grades 4-6)  
Peel District School Board (PDSB) – 2009-2010**

**Summary of Results**

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.

Level 4 – Students have demonstrated the required knowledge and skills

Level 3 – Students have demonstrated most of the required knowledge and skills

Level 2 – Students have demonstrated some of the required knowledge and skills

Level 1 – Students have demonstrated some of the required knowledge and skills in limited ways

Not Enough Evidence for Level 1 (NE1) – Students did not demonstrate enough evidence of knowledge and understanding to be assigned a Level 1

No Data – Students did not complete any part of the assessment due to absence or for medical or for other reasons

Exempt – Students who were formally exempted from participation in one or more components of the assessment

**Primary Division**

- 59% of students in Grade 3 achieved Levels 3, 4 in Reading. This is 3% lower than the provincial average of 62%.
- 70% of students in Grade 3 achieved Levels 3, 4 in Writing. This is the same as the provincial average of 70%.
- 68% of students in Grade 3 achieved Levels 3, 4 in Mathematics. This is 3% lower than the provincial average of 71%.

**Junior Division**

- 69% of students in Grade 6 achieved Levels 3, 4 in Reading. This is 3% lower than the provincial average of 72%.
- 71% of students in Grade 6 achieved Levels 3, 4 in Writing. This is 1% higher than the provincial average of 70%.
- 57% of students in Grade 6 achieved Levels 3, 4 in Mathematics. This is 4% lower than the provincial average of 61%.

## A. Introduction

This report contains an overview of the 2009-2010 Education Quality and Accountability Office (EQAO) provincial assessments in reading, writing, and mathematics for the primary and junior divisions (formerly referred to as Grade 3 and Grade 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 website, 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 parent/guardians, teachers, and the public with reliable and valid information about student achievement. EQAO reports provide information for improvement, which educators, parent/guardians, 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 (now referred to as the primary division) 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 (now referred to as the junior division), that measures student achievement in the same three subject areas.

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

### What were the assessments?

The primary and junior assessments measure how well students have met the provincial expectations in *The Ontario Curriculum*. In 2007, the assessment for Grade 3 was renamed the Assessment of Reading, Writing, and Mathematics, Primary Division (Grades 1-3), the Grade 6 assessment was renamed the Assessment of Reading, Writing, and Mathematics, Junior Division (Grades 4-6). "The change is meant to reflect the important fact that the EQAO tests measure the cumulative knowledge and skills in reading, writing, and mathematics acquired by the end of these key stages of education."<sup>1</sup> These two assessments were administered in May and June 2010.

<sup>1</sup> Taken from *Administering the Assessments of Reading, Writing, and Mathematics, Primary Division (Grades 1-3) and Junior Division (Grades 4-6), Spring 2007*, p. 1.

In the reading assessment, students read a variety of materials including both fiction and nonfiction. 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 assessment?**

In total, 10 585 Grade 3 PDSB students in 156 schools and 10 746 Grade 6 PDSB students in 89 schools 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 PDSB 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 Provincial Report Card, Grades 1-8*.

Marking was done in July 2010 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 improvement plan.
- ✓ EQAO encourages schools and school boards to include strategies in their schools improvement plan that will help both females and males improve their achievement.
- ✓ Parents/guardians, 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/guardians 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, English language learner\* 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/guardians 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.

\*English language learners were call English as a second language (ESL)/English literacy development (ELD) learners.

## B. Contextual Information

Demographic data about students in the PDSB and the province provide valuable contextual information to help with the interpretation of the primary and junior division results.

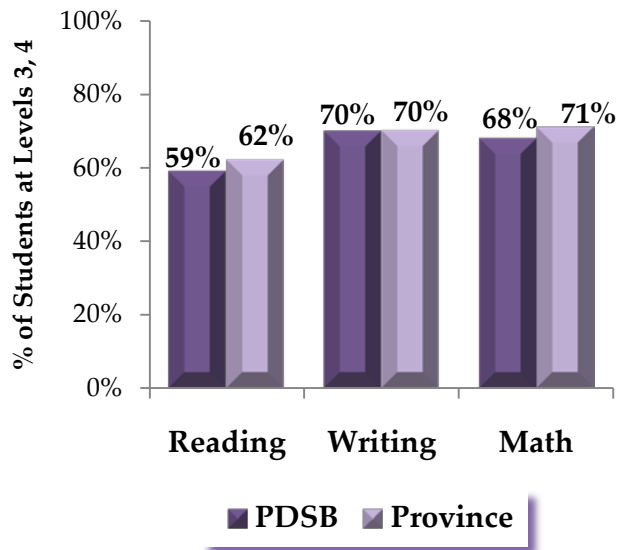
Table 1: Contextual Information	PDSB		Province	
	All Grade 3 Students (N = 10 853)	All Grade 6 Students (N = 10 993)	All Grade 3 Students (N = 127 789)	All Grade 6 Students (N = 134 294)
<b>Gender</b>				
Female	48%	48%	49%	49%
Male	52%	52%	51%	51%
<b>Student Status</b>				
English language learners	32%	15%	9%	6%
Students with special education needs (excluding gifted)	7%	10%	15%	18%
<b>Place of Birth</b>				
Born in Canada	81%	75%	90%	87%
Born outside Canada	19%	25%	10%	13%
In Canada less than one year	2%	2%	1%	1%
In Canada one year or more but less than three years	3%	3%	2%	2%
In Canada three years or more	14%	20%	6%	10%
<b>Language</b>				
First language learned at home was other than English	53%	49%	21%	21%

## C. Overall Achievement for the PDSB

### Primary Division All Students

- 59% of PDSB students in Grade 3 achieved Levels 3, 4 in Reading. This is 3% lower than the provincial average of 62%.
- 70% of PDSB students in Grade 3 achieved Levels 3, 4 in Writing. This is the same as the provincial average of 70%.
- 68% of PDSB students in Grade 3 achieved Levels 3, 4 in Mathematics. This is 3% lower than the provincial average of 71%.

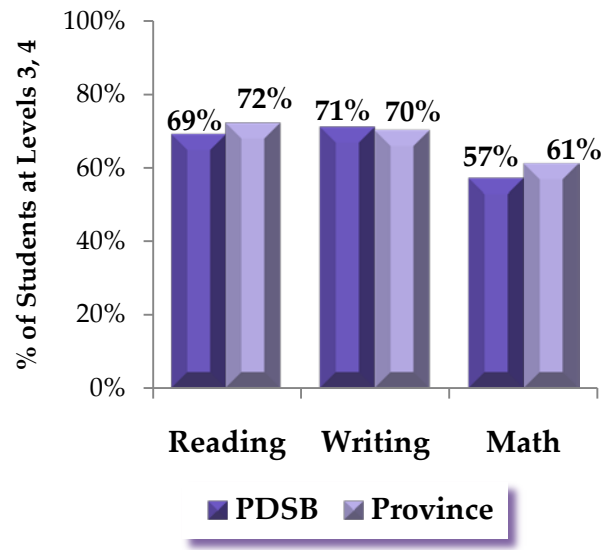
**Figure 1: Primary Division  
Levels 3, 4**



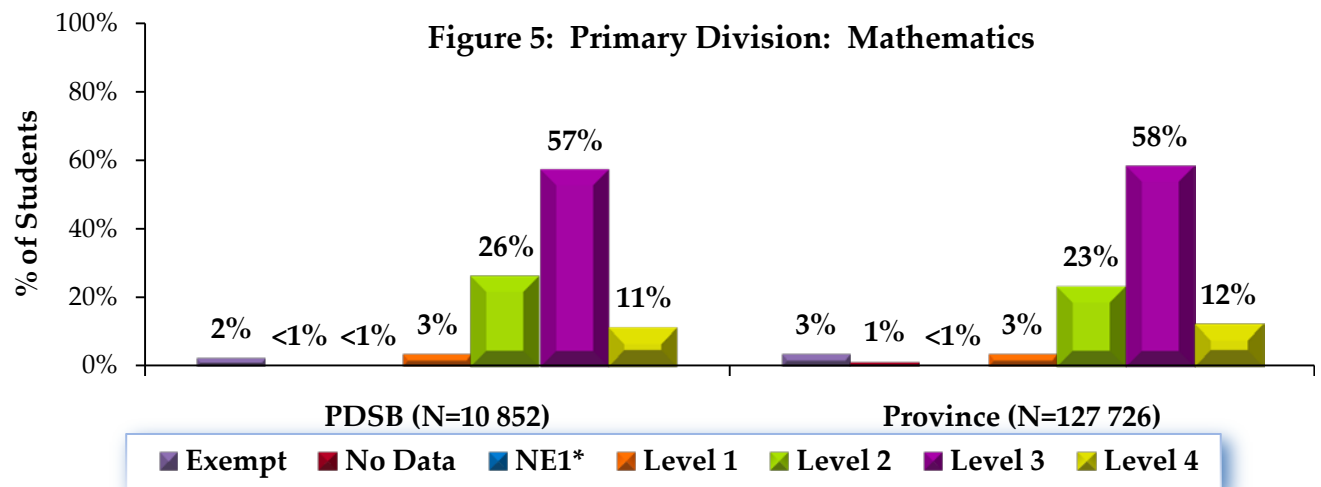
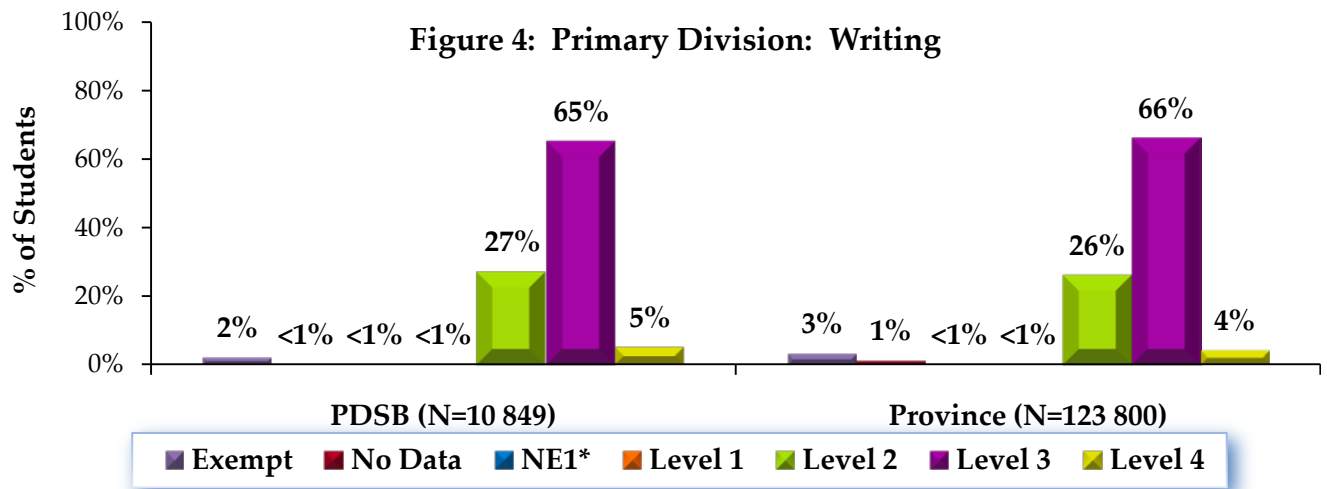
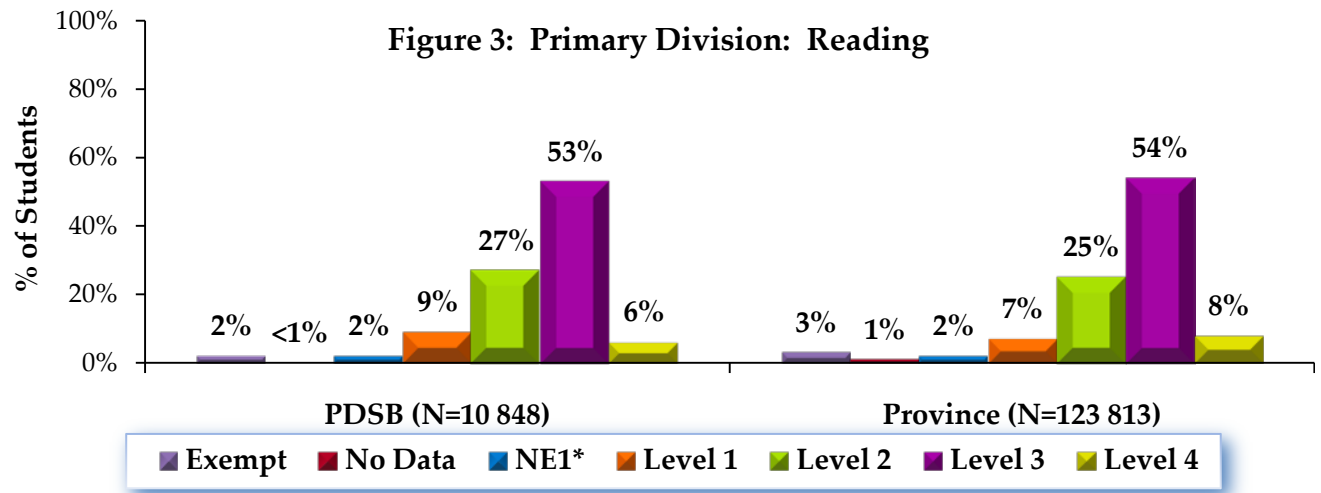
### Junior Division All Students

- 69% of PDSB students in the Grade 6 achieved Levels 3, 4 in Reading. This is 3% lower than the provincial average of 72%.
- 71% of PDSB students in Grade 6 achieved Levels 3, 4 in Writing. This is 1% higher than the provincial average of 70%.
- 57% of students in Grade 6 achieved Levels of 3, 4 in Mathematics. This is 4% lower than the provincial average of 61%.

**Figure 2: Junior Division  
Levels 3, 4**

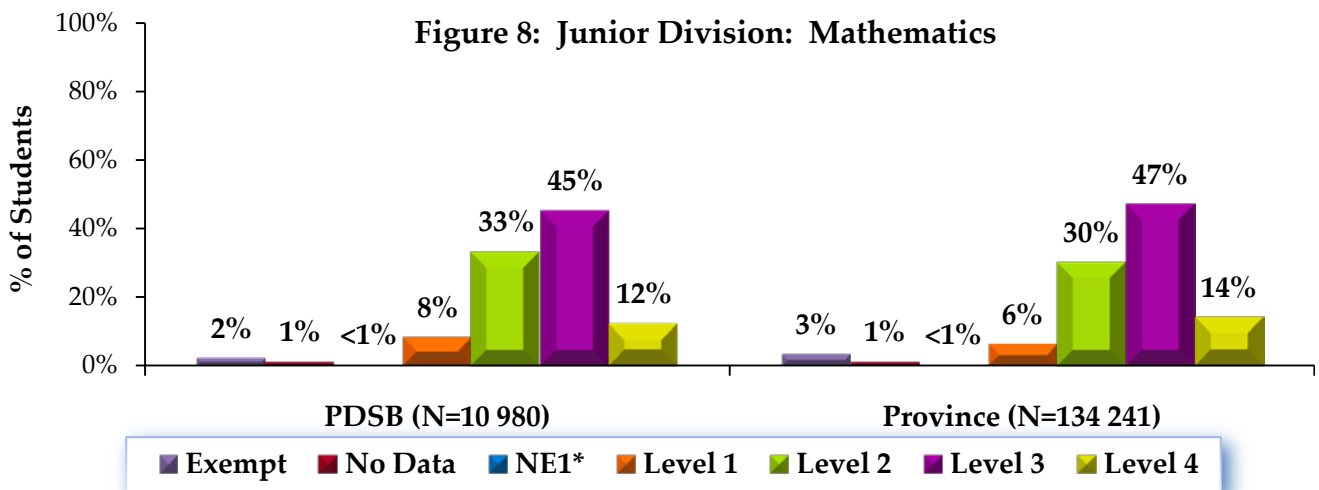
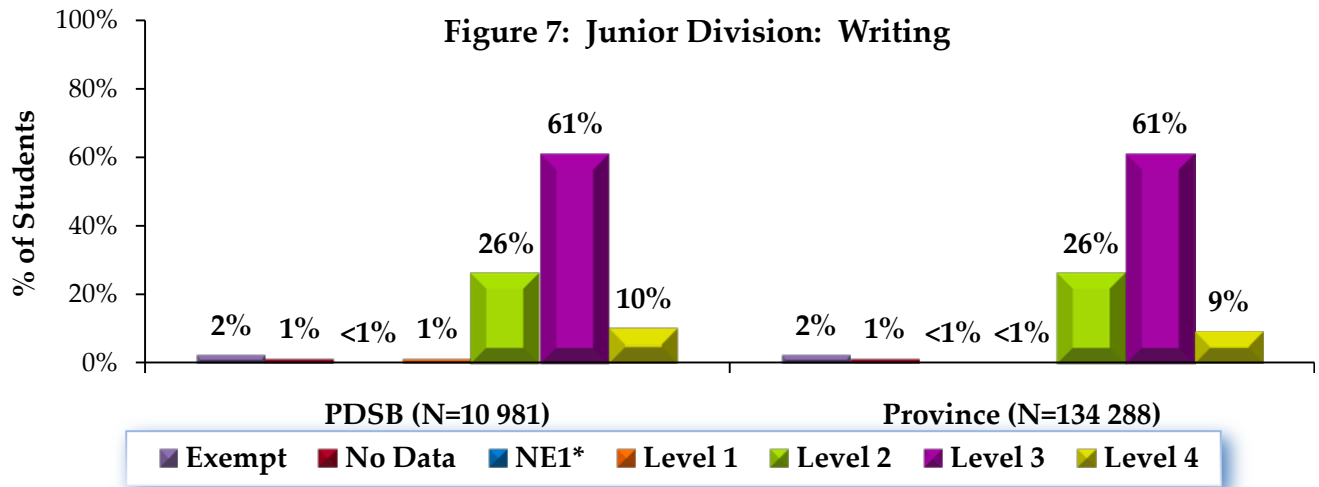
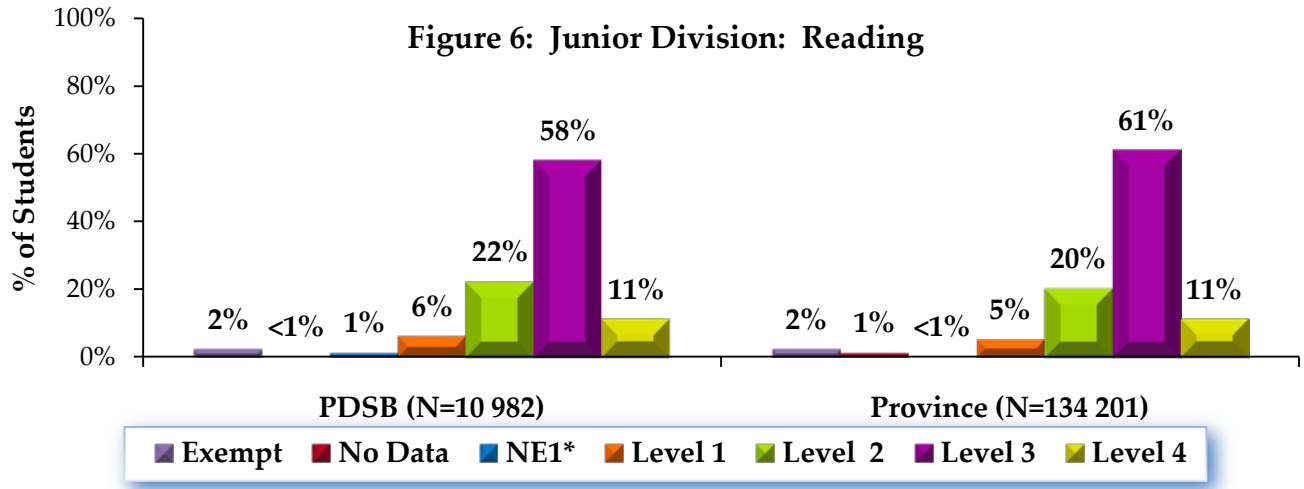


## Primary Division All Students



\*Not enough evidence for Level 1

## Junior Division All Students



\*Not enough evidence for Level 1

## D. All Students - Levels 3, 4 Results – Trends over Time

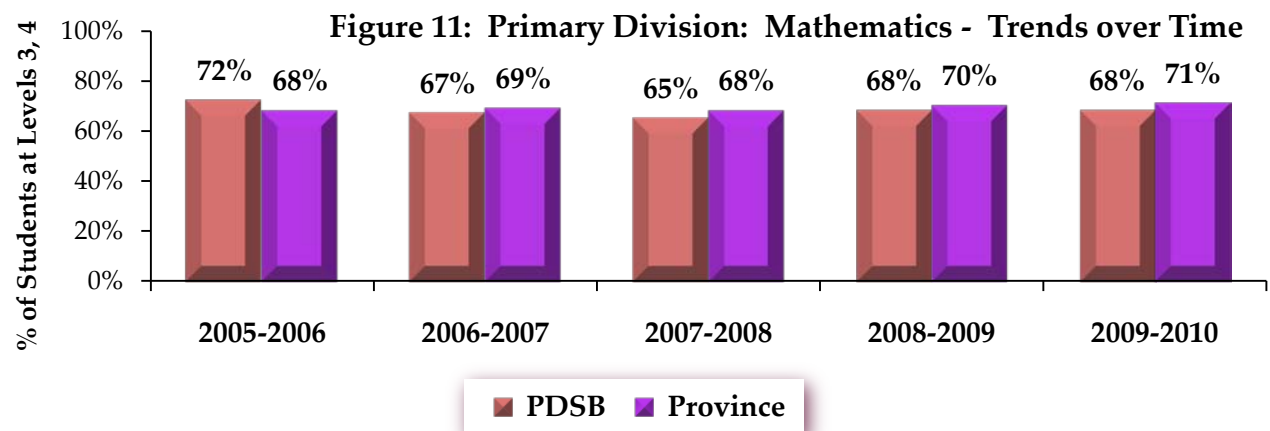
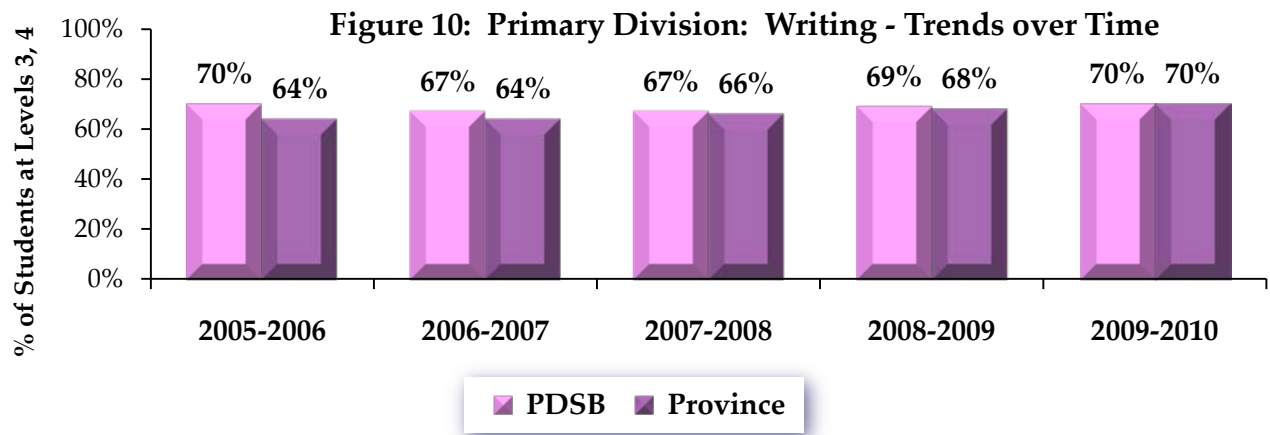
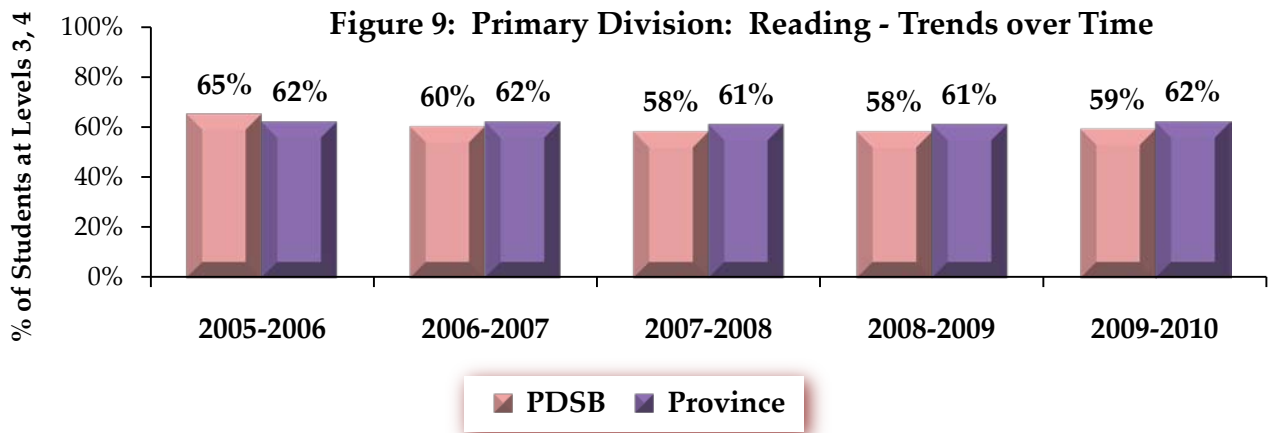
### Primary Division

When compared to last year's results (2008-2009), PDSB Grade 3 students scored:

- 1% higher in 2009-2010 for reading
- 1% higher in 2009-2010 for writing
- The same in 2009-2010 for mathematics

When compared to 2005-2006 results, PDSB Grade 3 students scored:

- 6% lower in 2009-2010 for reading
- The same in 2009-2010 for writing
- 4% lower in 2009-2010 for mathematics



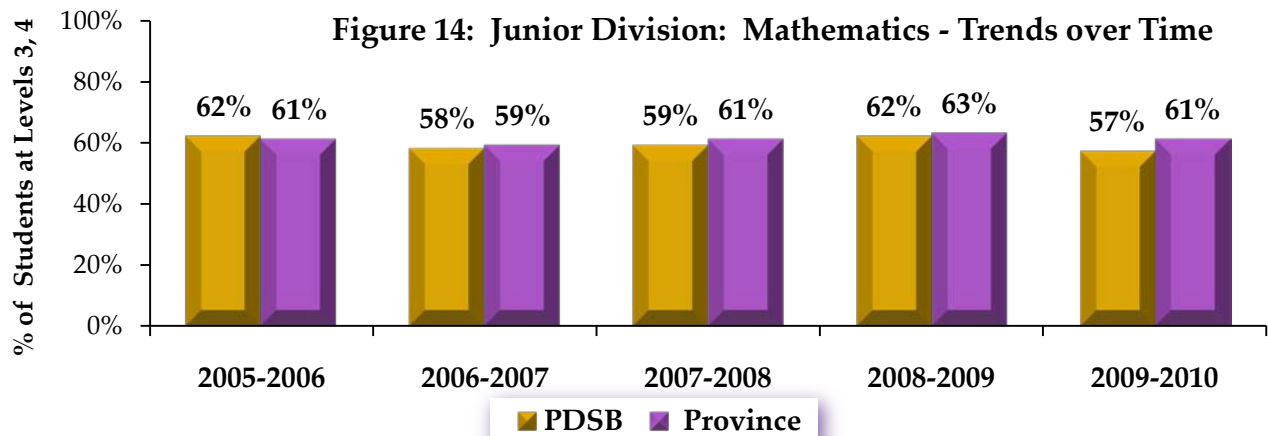
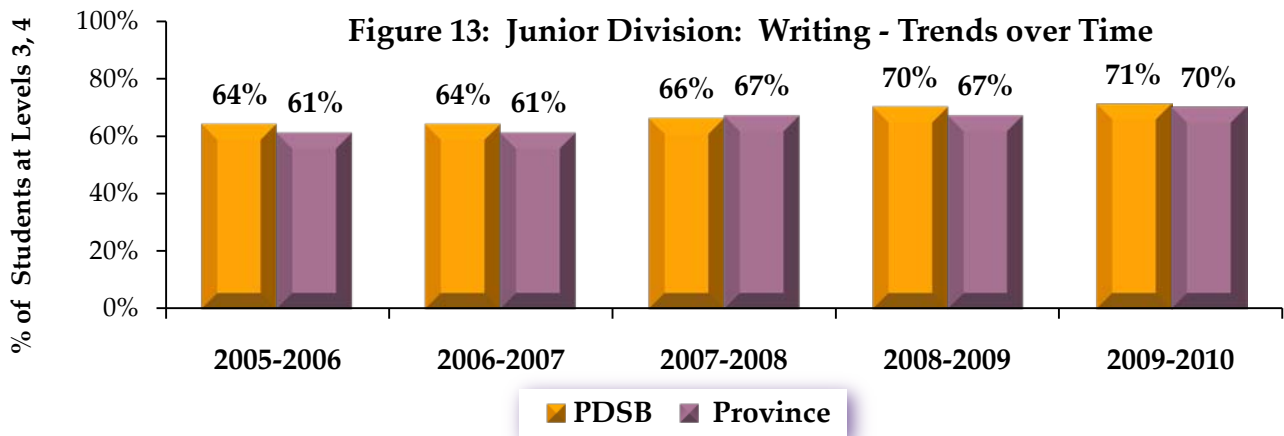
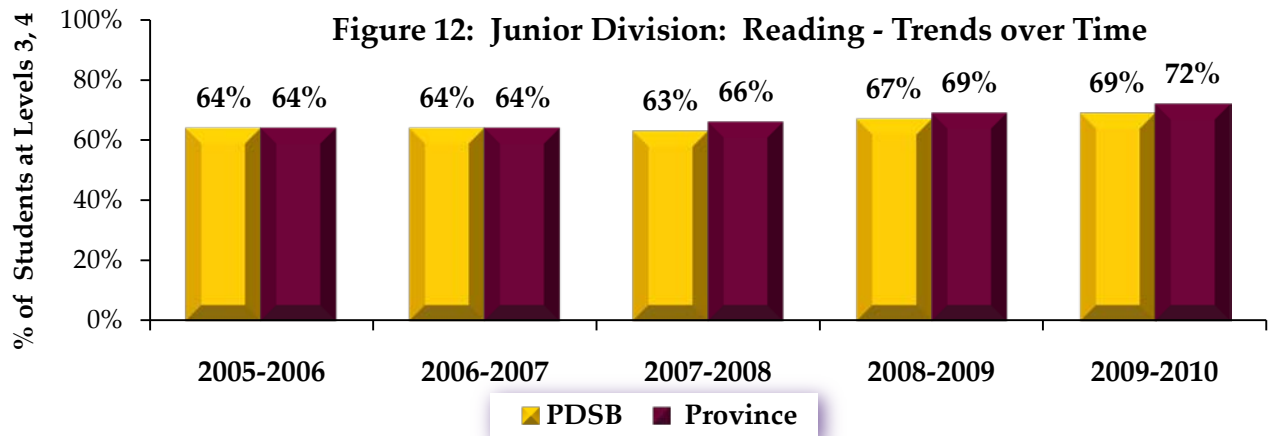
# Junior Division

When compared to last year's results (2008-2009), PDSB Grade 6 students scored:

- 2% higher in 2009-2010 for reading
- 1% higher in 2009-2010 for writing
- 5% lower in 2009-2010 for mathematics

When compared to 2005-2006 results, PDSB Grade 6 students scored:

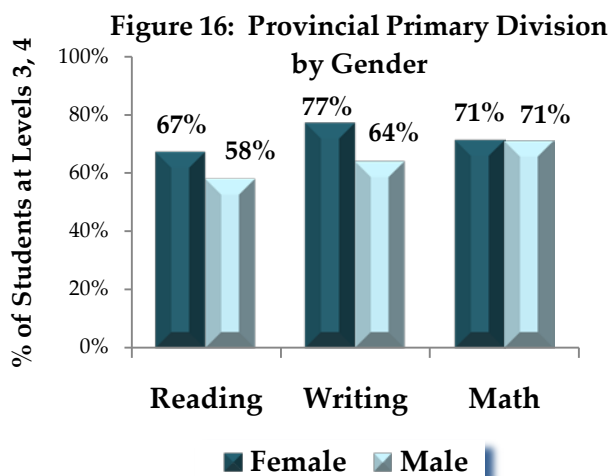
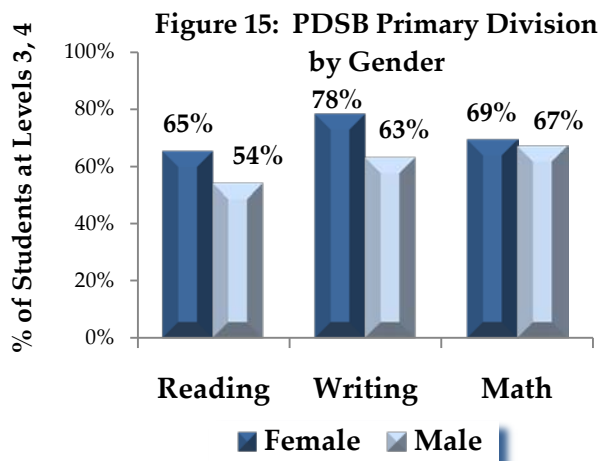
- 5% higher in 2009-2010 for reading
- 7% higher in 2009-2010 for writing
- 5% lower in 2009-2010 for mathematics



## E. Primary and Junior Divisions Levels 3, 4 Results by Gender

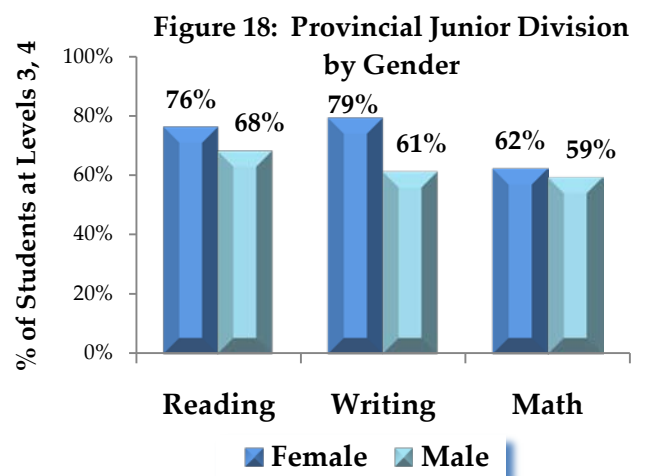
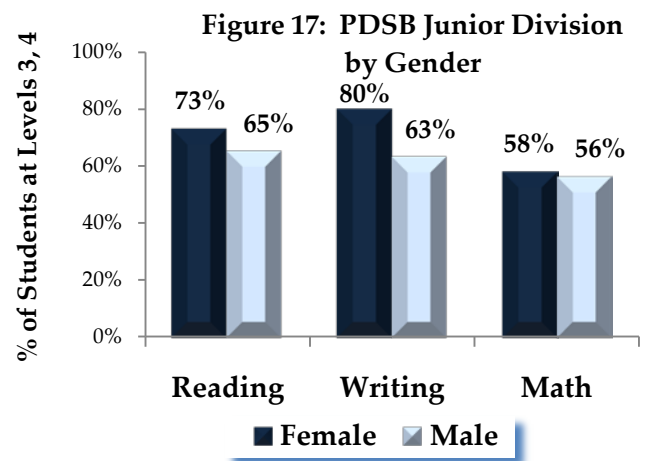
### Primary Division by Gender

- Grade 3 female students (65%) in PDSB scored 11% higher than males (54%) in reading. Grade 3 female students (67%) in the province scored 9% higher than males (58%) in reading.
- Grade 3 female students (78%) in the PDSB, scored 15% higher than males (63%) in writing. Grade 3 female students (77%) in the province scored 13% higher than males (64%) in writing.
- Grade 3 female students (69%) in the PDSB, scored 2% higher than males (67%) in mathematics. Grade 3 female students (71%) in the province scored the same as males (71%) in mathematics.



### Junior Division by Gender

- Grade 6 female students (73%) in the PDSB, scored 8% higher than males (65%) in reading. Grade 6 female students (76%) in the province scored 8% higher than males (68%) in reading.
- Grade 6 female students (80%) in the PDSB, scored 17% higher than males (63%) in writing. Grade 6 female students (79%) in the province scored 18% higher than males (61%) in writing.
- Grade 6 female students (58%) in the PDSB, scored 2% higher than males (56%) in mathematics. Grade 6 female students (62%) in the province scored 3% higher than males (59%) in mathematics.



## Primary Division Results by Gender – Trends over Time

- When compared to last year's results (2008-2009), PDSB Grade 3 females scored 2% higher in reading and writing and remained the same in mathematics.
- When compared to last year's results (2008-2009), PDSB males scored 1% higher in writing and remained the same in reading and mathematics.
- When compared to 2005-2006 results, PDSB Grade 3 females scored 7% lower in reading, 2% lower in mathematics, and remained the same in writing.
- When compared to 2005-2006 results, PDSB Grade 3 males scored 5% lower in reading, 6% lower in mathematics, and remained the same in writing.

**Table 2: Primary Division Results by Gender  
Trends over Time**

			2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Previous Year Comparison	Five-Year Comparison
PDSB Primary Division	Female	Reading	72%	67%	64%	63%	65%	+2%	-7%
		Writing	78%	75%	75%	76%	78%	+2%	0%
		Math	71%	68%	65%	69%	69%	0%	-2%
	Male	Reading	59%	54%	52%	54%	54%	0%	-5%
		Writing	63%	60%	59%	62%	63%	+1%	0%
		Math	73%	66%	65%	67%	67%	0%	-6%
Provincial Primary Division	Female	Reading	68%	68%	68%	65%	67%	+2%	-1%
		Writing	72%	73%	74%	75%	77%	+2%	+5%
		Math	68%	69%	69%	72%	71%	-1%	+3%
	Male	Reading	57%	56%	55%	56%	58%	+2%	+1%
		Writing	56%	56%	59%	61%	64%	+3%	+8%
		Math	69%	68%	67%	69%	71%	+2%	+2%

## Primary Division - Gender Gap Analysis

- Females in the PDSB and the province outperformed males in almost all areas in the primary division of the assessment over the past five years.
- The gender gap in achievement was the largest for writing and reading, and the smallest for mathematics.
- The gender gap in achievement has remained relatively consistent over the past five years within each of the subject areas.

Table 3: Extent to which Grade 3 Females Outperformed Males in Levels 3, 4

		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>PDSB</b>	<b>Reading</b>	+13%	+13%	+12%	+9%	+11%
	<b>Writing</b>	+15%	+15%	+16%	+14%	+15%
	<b>Math</b>	-2%	+2%	0%	+2%	+2%
<b>Province</b>	<b>Reading</b>	+11%	+12%	+13%	+9%	+9%
	<b>Writing</b>	+16%	+17%	+15%	+14%	+13%
	<b>Math</b>	-1%	+1%	+2%	+3%	0%

## Junior Division Results by Gender – Trends over Time

- ☐ When compared to last year’s results (2008-2009), PDSB Grade 6 females scored 1% higher in writing, 5% lower in mathematics, and remained the same in reading.
- ☐ When compared to last year’s results, (2008-2009), PDSB Grade 6 males scored 3% higher in reading, 2% higher in writing, and 5% lower in mathematics.
- ☐ When compared to 2005-2006 results, PDSB Grade 6 females scored 1% higher in reading, 5% higher in writing, and 5 % lower in mathematics.
- ☐ When compared to 2005-2006 results, PDSB Grade 6 males scored 8% higher in reading and writing, and 5% lower in mathematics.

**Table 4: Junior Division Results by Gender  
Trends over Time**

			2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Previous Year Comparison	5-Year Trends Comparison
PDSB Junior Division	Female	Reading	72%	71%	71%	73%	73%	0%	+1%
		Writing	75%	75%	76%	79%	80%	+1%	+5%
		Math	63%	60%	60%	63%	58%	-5%	-5%
	Male	Reading	57%	57%	56%	62%	65%	+3%	+8%
		Writing	55%	53%	57%	61%	63%	+2%	+8%
		Math	61%	57%	59%	61%	56%	-5%	-5%
Provincial Junior Division	Female	Reading	71%	70%	73%	75%	76%	+1%	+5%
		Writing	72%	72%	76%	78%	79%	+1%	+7%
		Math	62%	60%	62%	64%	62%	-2%	0%
	Male	Reading	57%	59%	60%	64%	68%	+4%	+11%
		Writing	51%	50%	58%	57%	61%	+4%	+10%
		Math	59%	58%	60%	61%	59%	-2%	0%

## Junior Division - Gap Analysis

- ❏ Females in the PDSB and the province outperformed males in almost all areas in the junior division of the assessment over the past five years.
- ❏ The gender gap in achievement was the largest for writing and reading, and the smallest for mathematics.
- ❏ The gender gap in achievement has remained relatively consistent over the past five years within each of the subject areas.

Table 5: Extent to which Grade 6 Females Outperformed Males in Levels 3, 4

		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>PDSB</b>	<b>Reading</b>	+15%	+14%	+15%	+11%	+8%
	<b>Writing</b>	+20%	+22%	+19%	+18%	+17%
	<b>Math</b>	+2%	+3%	+1%	+2%	+2%
<b>Province</b>	<b>Reading</b>	+14%	+11%	+13%	+11%	+8%
	<b>Writing</b>	+21%	+22%	+18%	+21%	+18%
	<b>Math</b>	+3%	+2%	+2%	+3%	+3%

## F. English Language Learners (ELL) Levels 3, 4 Results Trends over Time

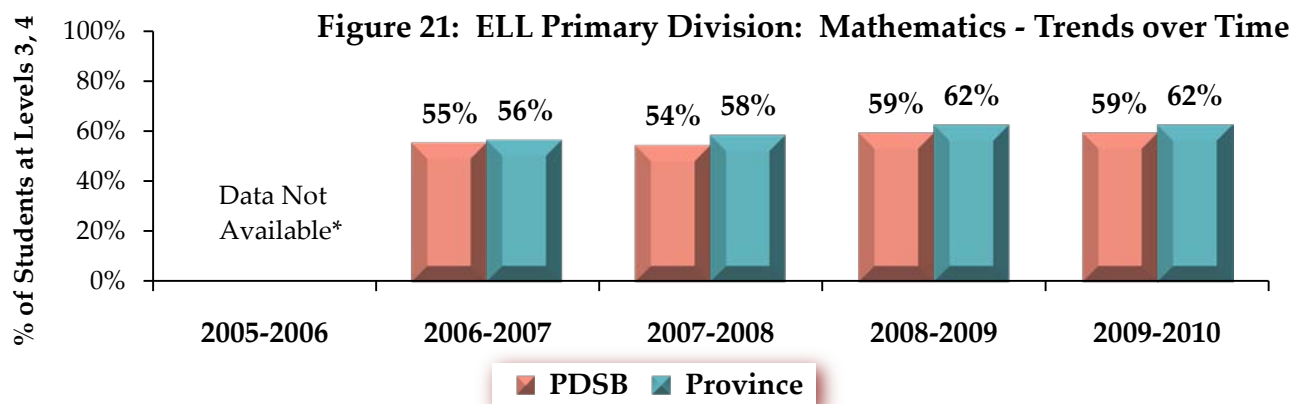
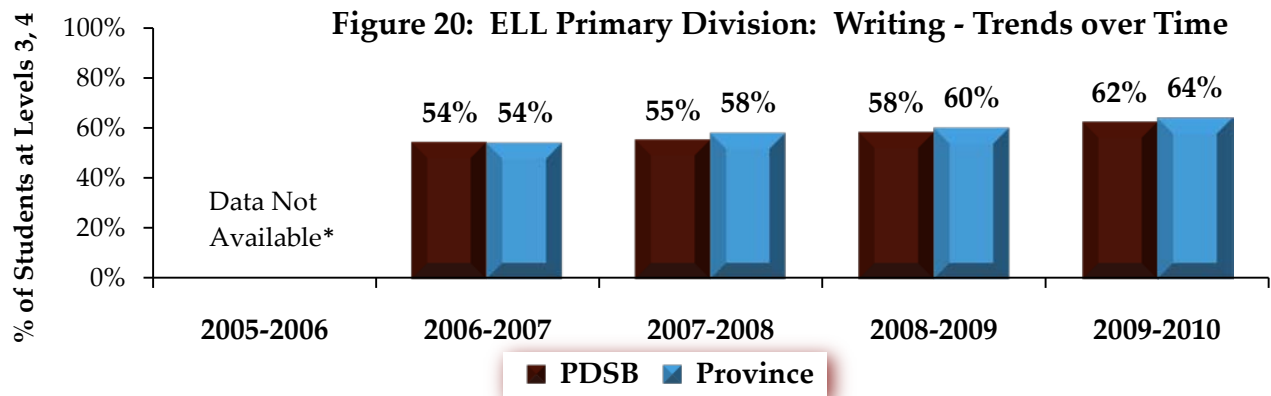
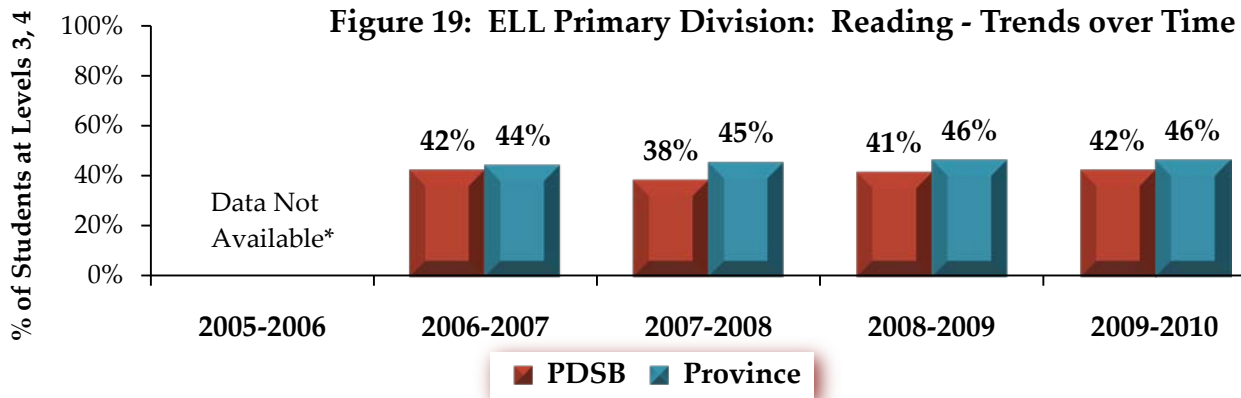
### Primary Division

When compared to last year's results (2008-2009), PDSB Grade 3 ELL scored:

- ◆ 1% higher in 2009-2010 for reading
- ◆ 4% higher in 2009-2010 for writing
- ◆ The same in 2009-2010 for mathematics

\*Due to a change in the definition of ELL, data are unavailable for the year 2005-2006.

\*\*Due to a change in the definition of ELL in the year 2006-2007, data cannot be compared to previous years.



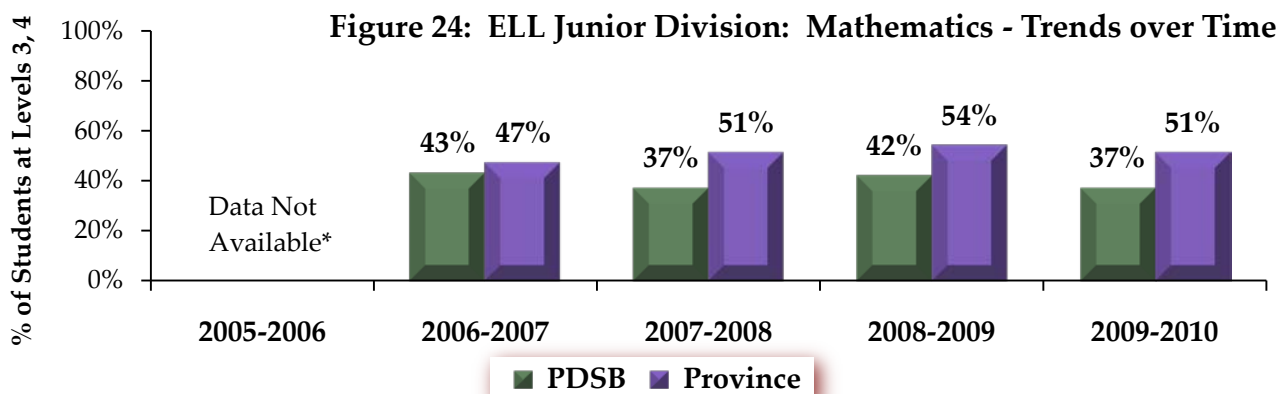
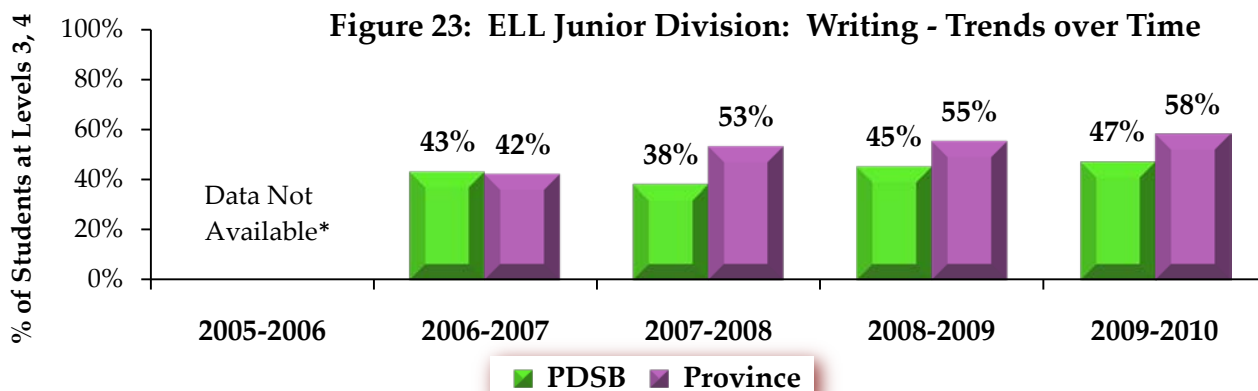
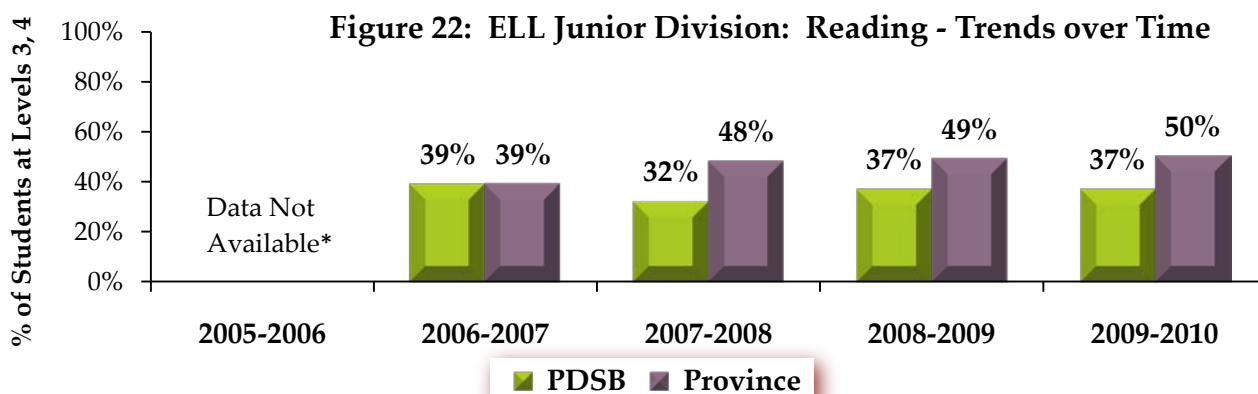
## Junior Division

When compared to last year's results (2008-2009), PDSB Grade 6 ELL scored:

- The same in 2009-2010 for reading
- 2% higher in 2009-2010 for writing
- 5% lower in 2009-2010 for mathematics

\*Due to a change in the definition of ELL, data are unavailable for the year 2005-2006.

\*\*Due to a change in the definition of ELL in the year 2006-2007, data cannot be compared to previous years.



## G. Students with Special Education Needs (excluding gifted)

### Levels 3, 4 Results – Trends over Time

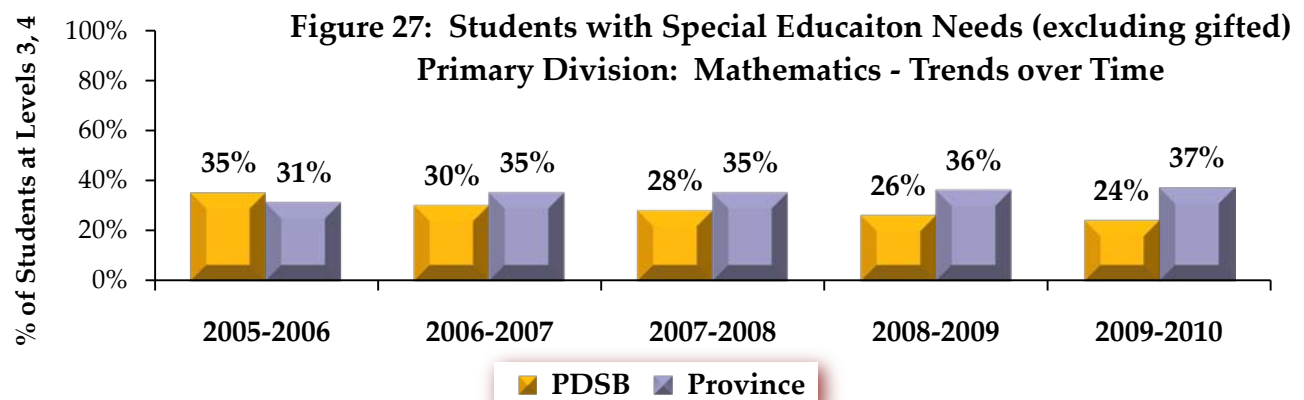
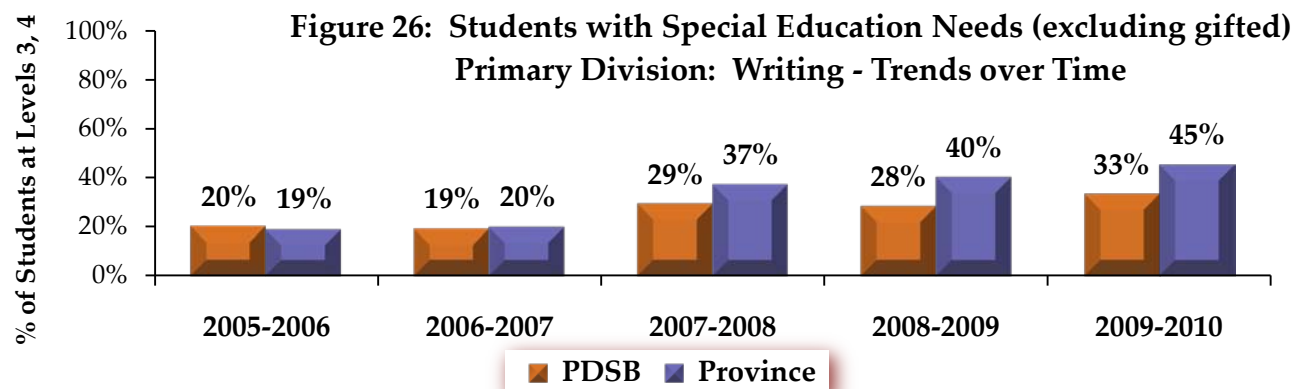
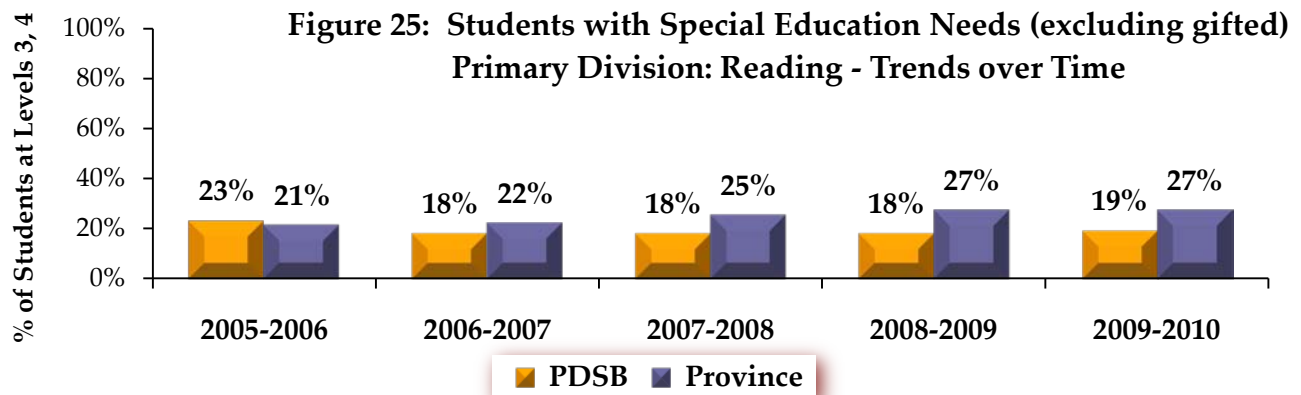
#### Primary Division

When compared to last year's results (2008-2009), PDSB Grade 3 students with special education needs (excluding gifted) scored:

- 1% higher in 2009-2010 for reading
- 5% higher in 2009-2010 for writing
- 2% lower in 2009-2010 for mathematics

When compared to 2005-2006 results, PDSB Grade 3 students with special education needs (excluding gifted) scored:

- 4% lower in 2009-2010 for reading
- 13% higher in 2009-2010 for writing
- 11% lower in 2009-2010 for mathematics



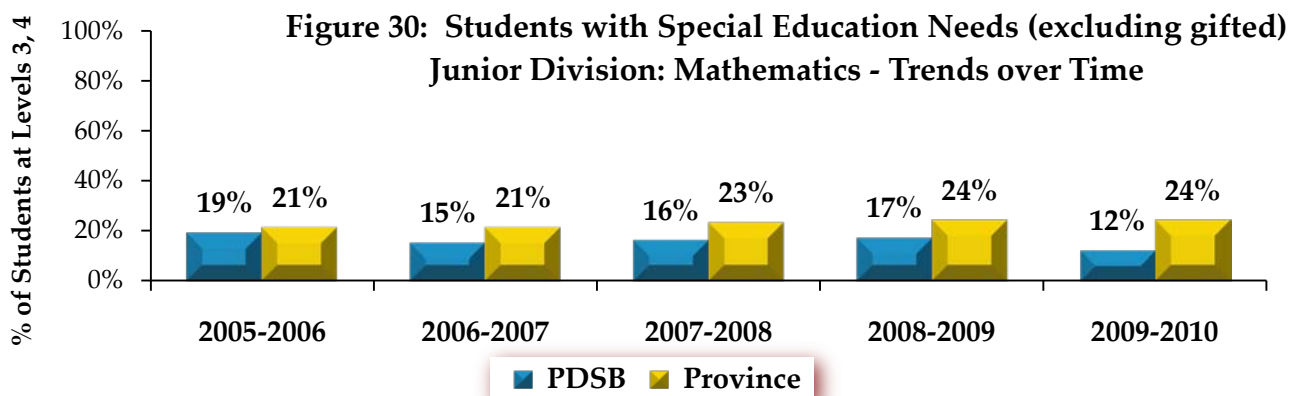
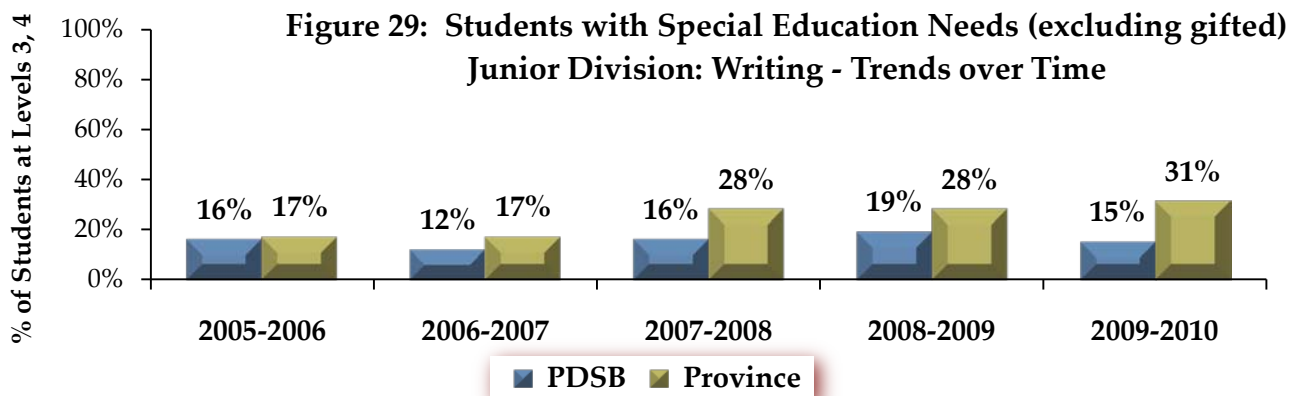
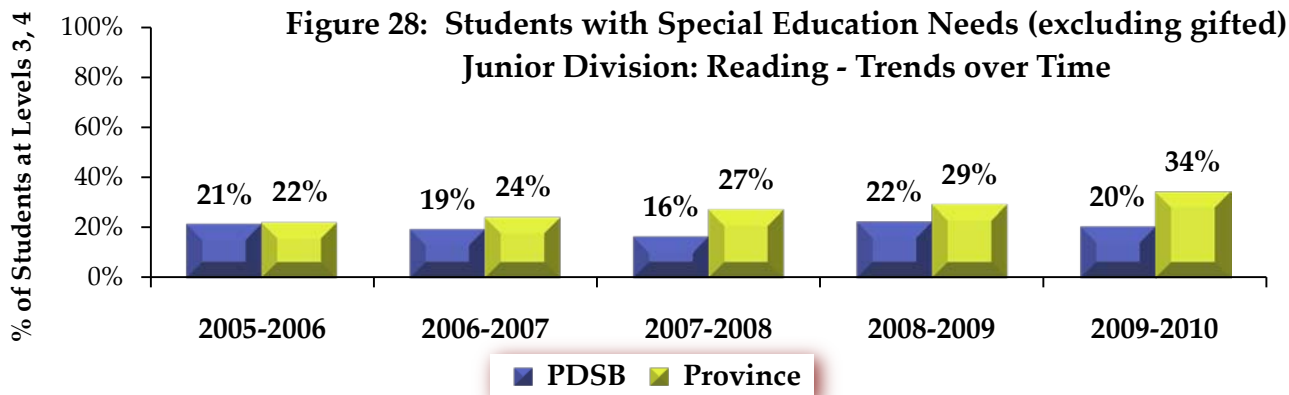
## Junior Division

When compared to last year's results (2008-2009), PDSB Grade 6 students with special education needs (excluding gifted) scored:

- 2% lower in 2009-2010 for reading
- 4% lower in 2009-2010 for writing
- 5% lower in 2009-2010 for mathematics

When compared to 2005-2006 results, PDSB Grade 6 students with special education needs (excluding gifted) scored:

- 1% lower in 2009-2010 in reading
- 1% lower in 2009-2010 in writing
- 7% lower in 2009-2010 in mathematics



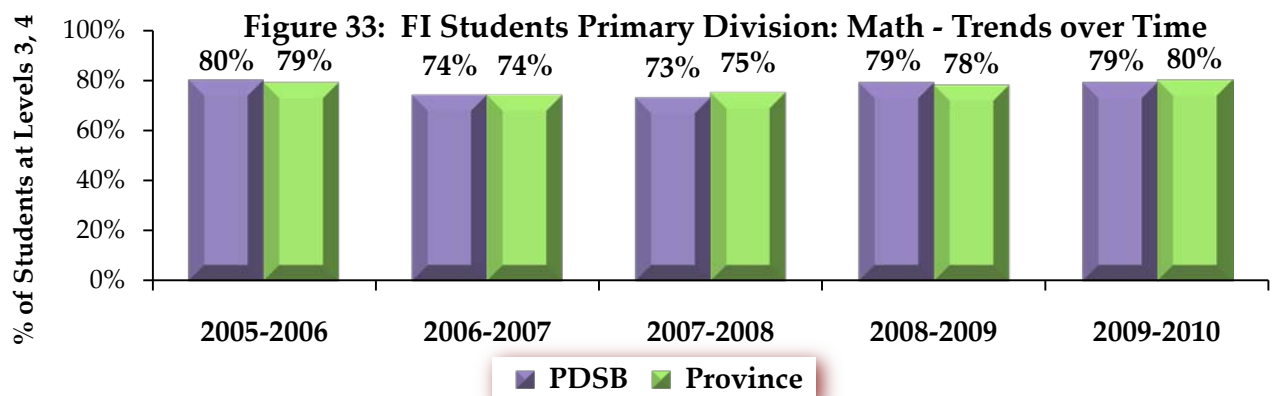
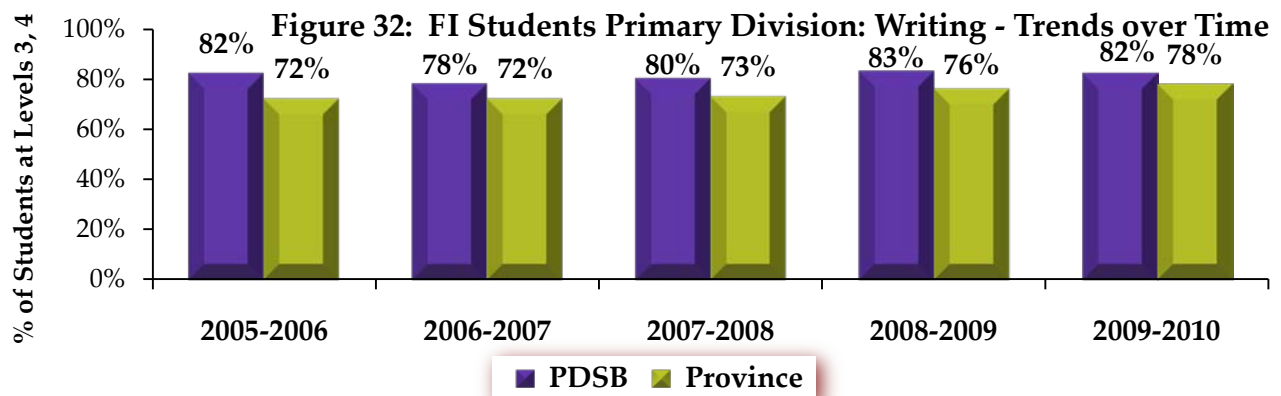
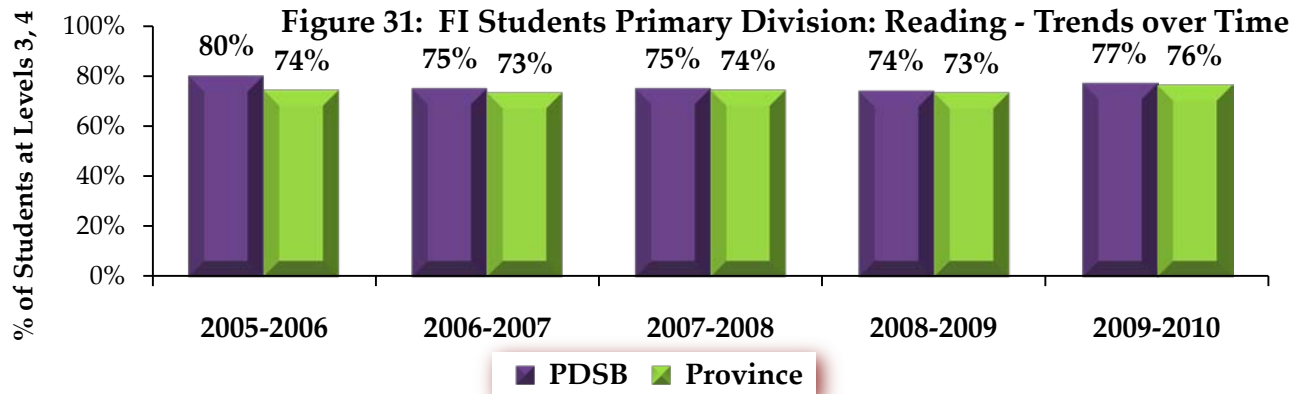
## H. French Immersion (FI) Students Primary Division Levels 3, 4 Results – Trends over Time

When compared to last year's results (2008-2009), PDSB Grade 3 FI students scored:

- 3% higher in 2009-2010 for reading
- 1% lower in 2009-2010 for writing
- The same in 2009-2010 for mathematics

When compared to 2005-2006 results, PDSB Grade 3 FI students scored:

- 3% lower in 2009-2010 for reading
- The same in 2009-2010 for writing
- 1% lower in 2009-2010 for mathematics



# I. Grade 3 and Grade 6 Student Questionnaire Results

**Table 6: Grade 3 and Grade 6 Student Questionnaire Results**

	Grade 3 Students		Grade 6 Students	
<b>Note: In 2009-2010 the focus of some of the questions was on mathematics.</b>	Females (N = 5 048)	Males (N = 5 369)	Females (N = 5 115)	Males (N = 5 385)
<b>Student Engagement in Mathematics</b> Percentage of students who answered “most of the time”				
I like mathematics.	51%	56%	40%	50%
I am good at mathematics.	42%	50%	44%	52%
I am able to answer difficult math questions.	21%	27%	23%	33%
I try to do my best when I do mathematics activities in class.	88%	82%	87%	81%
<b>Cognitive Strategies used in Mathematics</b>				
I read over the whole problem first to make sure I know what I am supposed to do.	74%	64%	78%	67%
I ask for help if I do not understand the problem.	50%	38%	54%	43%
I think about the steps I will use to solve the problem.	49%	48%	41%	42%
I check my work for mistakes.	55%	46%	41%	36%
I check my answer to see if it makes sense.	64%	57%	63%	59%
<b>Instructional Tools used in Mathematics</b>				
Manipulatives	26%	22%	10%	9%
A calculator	11%	11%	43%	33%
A computer to learn mathematics	19%	18%	7%	7%
The Internet to explore information related to mathematics	N/A	N/A	9%	8%
<b>Reading Outside School</b> Percentage of students who answered “every day or almost every day”				
Stories or novels	57%	44%	49%	31%
Comics or graphic novels	16%	28%	12%	22%
Books, newspapers, magazines or websites for information	32%	27%	37%	29%
E-mails, text or instant messages	16%	19%	52%	38%
Other things	49%	44%	40%	37%

**Table 6 con't: Grade 3 and Grade 6 Student Questionnaire Results**

	Grade 3 Students		Grade 6 Students		
<b>Note: In 2009-2010 the focus of some of the questions was on mathematics.</b>	<b>Females</b> (N = 5 048)	<b>Males</b> (N = 5 369)	<b>Females</b> (N = 5 115)	<b>Males</b> (N = 5 385)	
<b>Out-of-School Activities      Percentage of students who answered “every day or almost every day”</b>					
I read by myself.	68%	56%	59%	43%	
I play video games.	14%	48%	11%	42%	
I use the Internet.	39%	46%	65%	59%	
I participate in sports or other physical activities.	42%	55%	39%	58%	
I participate in art, music, dance or drama activities.	35%	21%	28%	16%	
I participate in after-school clubs.	10%	12%	10%	9%	
<b>Parental Engagement</b>					
We talk about the mathematics work I do in school.	39%	31%	26%	23%	
We talk about the activities I do in school.	52%	42%	43%	36%	
We read together.	23%	19%	4%	5%	
We look at my school agenda.	62%	60%	33%	35%	
We use a computer together.	16%	16%	7%	7%	
<b>Screen Time (Watching TV)      Percentage of Grade 3 students who answered “4 programs or more”</b>					
Before school	5%	12%	N/A	N/A	
After school	45%	55%	N/A	N/A	
<b>Screen Time      Percentage of Grade 6 students who answered “about 3 hours” or “more than 3 hours”</b>					
Before school	Watching TV	N/A	N/A	2%	3%
	Playing video games	N/A	N/A	1%	3%
	Using the Internet	N/A	N/A	2%	2%
After school	Watching TV	N/A	N/A	22%	21%
	Playing video games	N/A	N/A	4%	17%
	Using the Internet	N/A	N/A	23%	18%

**This report is available on the Peel District School Board’s website:  
<http://www.peelschools.org>**