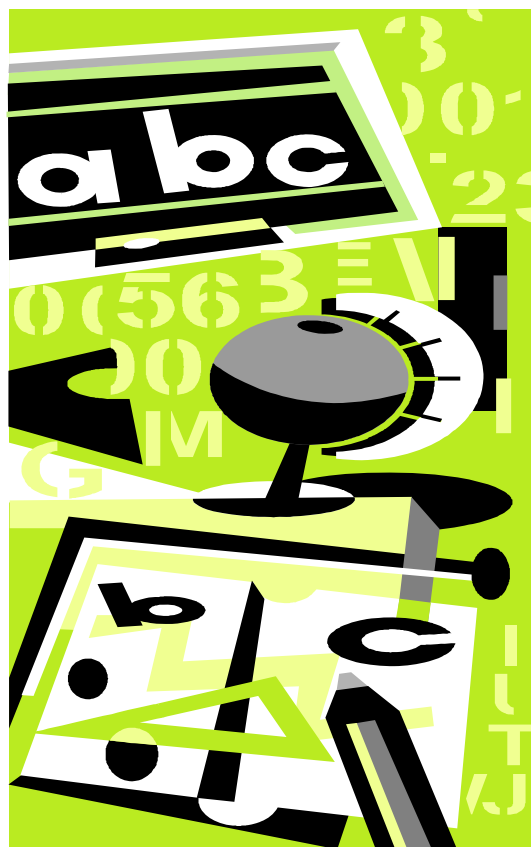


**EQAO Assessments of Reading, Writing, and Mathematics  
Primary Division (Grades 1-3) and  
Junior Division (Grades 4-6)  
2006-2007**



**Overview of Results**

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**EQAO Assessments of Reading, Writing, and Mathematics  
Primary Division (Grades 1-3) and  
Junior Division (Grades 4-6)  
2006-2007**



**Overview of Results**

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# **EQAO Assessments of Reading, Writing, and Mathematics Primary Division (Grades 1-3) and Junior Division (Grades 4-6) 2006-2007**

## **Introduction**

This report contains an overview of the 2006-2007 Education Quality and Accountability Office (EQAO) provincial assessments in reading, writing, and mathematics for primary and junior divisions (formerly referred to as 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 (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. Parents receive an *Individual Student Report*, and schools and school boards produce local reports for parents 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*. The assessment for Grade 3 has been renamed the Assessment of Reading, Writing, and Mathematics, Primary Division (Grades 1-3); the Grade 6 assessment has been 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 2007.

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.

<sup>1</sup>Taken from *Administering the Assessments of Reading, Writing, and Mathematics*, p.1.

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 (10,288) and Grade 6 (10,667) 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 – 11% of both Grade 3 and 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 2007 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 females and males 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.

# Primary and Junior EQAO Assessments Peel Board and Provincial Results 2006-2007

## Background Characteristics

### Primary Division: Grades 1 – 3

- 10,288 Grade 3 Peel students in 148 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 30% were ESL/ELD learners.
- Twenty-one percent of Grade 3 Peel students were born outside Canada; 2% 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.

### Junior Division: Grades 4 – 6

- 10,667 Grade 6 Peel students in 91 schools participated in the EQAO testing; 2% were fully exempt from the assessment in all three subjects. Of those students who took the test, 11% were identified as students with special needs (excluding gifted) and 15% were ESL/ELD learners.
- Twenty-three percent of Grade 6 Peel students were born outside Canada; 2% were in Canada less than one year, 5% were in Canada one year or more but less than three years, and 16% 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.

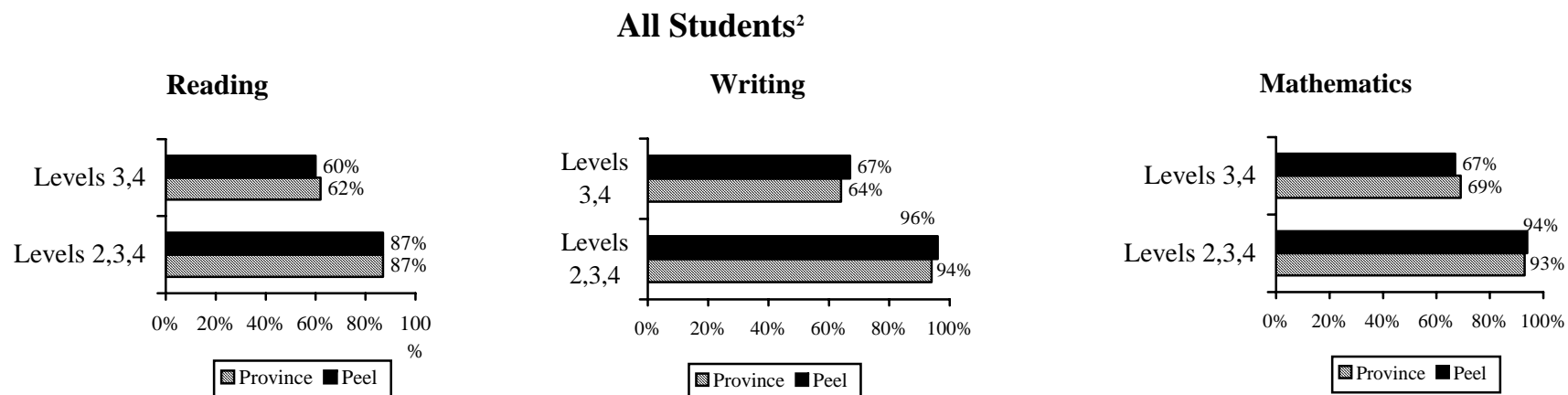
**TABLE 1**

**EQAO 2006-2007 Results: Peel Board and Provincial Comparisons – Primary Division – Grades 1 - 3**

(All Students - Includes Levels 1-4, Not Enough Evidence for Level 1, No Data, Exempt Categories)

	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%	4%	1%	1%	2%	2%	7%	6%	27%	25%	54%	55%	6%	6%
<b>Writing</b>	2%	4%	1%	1%	<1%	<1%	<1%	<1%	29%	30%	60%	58%	7%	6%
<b>Mathematics</b>	2%	3%	1%	1%	<1%	<1%	3%	3%	27%	24%	56%	57%	11%	11%

**FIGURE 1**



**When compared to the province:**

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

<sup>2</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**

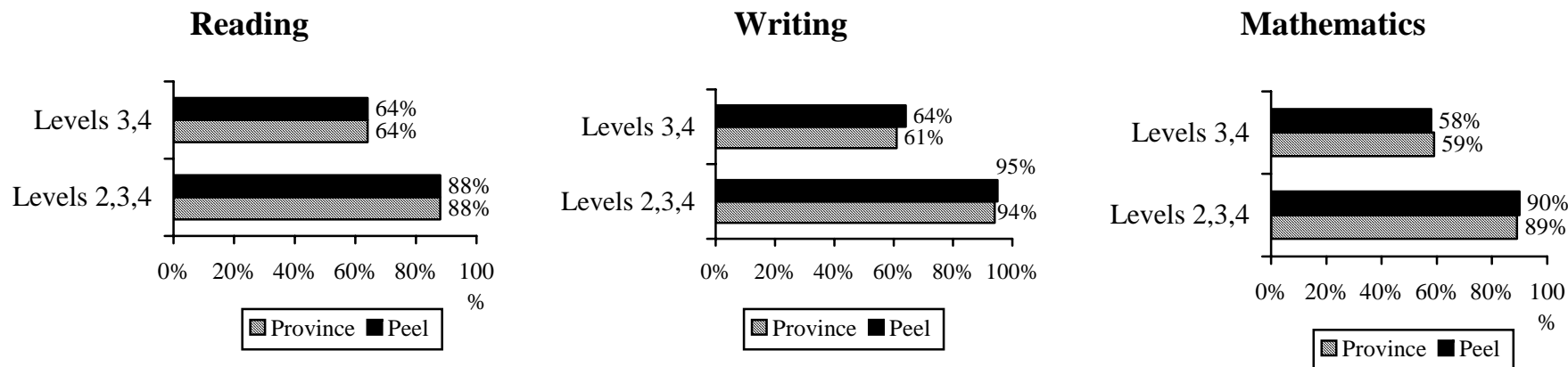
**EQAO 2006-2007 Results: Peel Board and Provincial Comparisons – Junior Division – Grades 4 - 6**

(All Students - Includes Levels 1-4, Not Enough Evidence for Level 1, No Data, Exempt Categories)

	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%	3%	1%	1%	1%	1%	8%	6%	24%	24%	56%	57%	8%	7%
<b>Writing</b>	2%	3%	1%	1%	<1%	<1%	2%	2%	31%	33%	56%	54%	8%	7%
<b>Mathematics</b>	2%	4%	1%	1%	<1%	<1%	7%	6%	32%	30%	47%	48%	12%	11%

**FIGURE 2**

**All Students<sup>2</sup>**



**When compared to the province:**

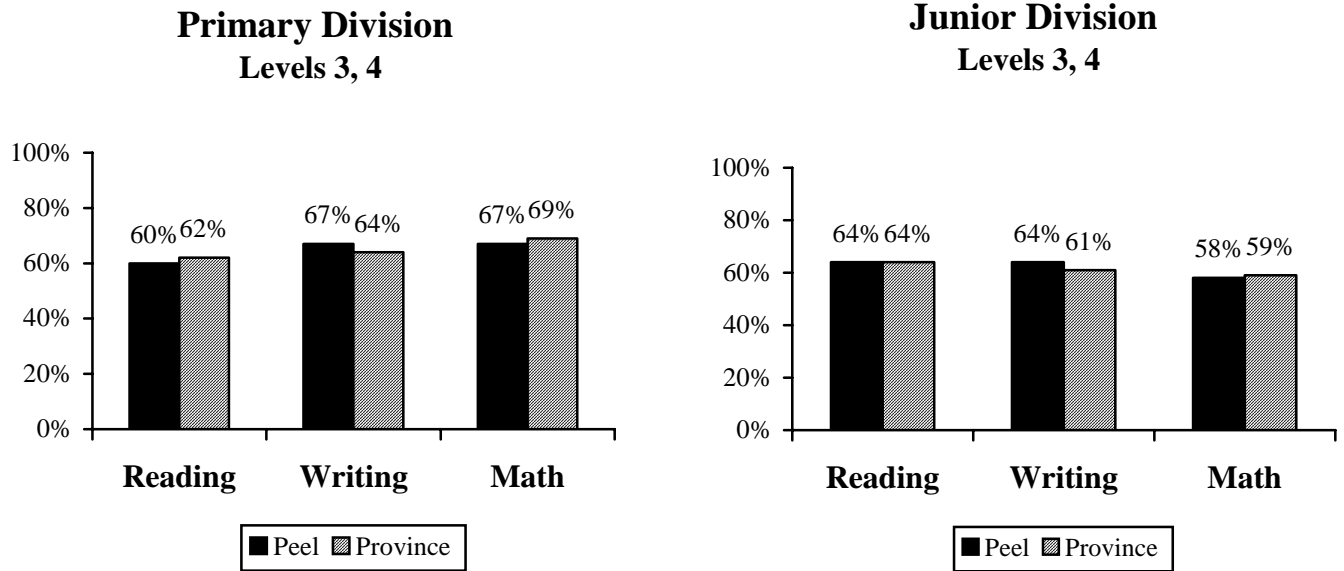
- Peel students in Grade 6 scored at or above the provincial results in Levels 3, 4 for reading and writing.
- Peel students in Grade 6 scored below the provincial results in Levels 3, 4 for mathematics.
- Peel students in Grade 6 scored at or above the provincial results in Levels 2, 3, 4 for reading,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

<sup>2</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

### Primary and Junior Division Results: Peel Board and Provincial Comparisons

(All Students - Includes Levels 1-4, Not Enough Evidence for Level 1, No Data, Exempt Categories)



#### When compared to the province:

- Peel students in Grades 3 and 6 scored at or below the provincial results in reading.
- Peel students in Grades 3 and 6 scored higher than the provincial results in writing.
- Peel students in Grades 3 and Grade 6 scored below the provincial results in mathematics.

#### Primary Division (Levels 3, 4)

Grade 3 Peel students scored:

- 2% lower in reading.
- 3% higher in writing.
- 2% lower in mathematics.

#### Junior Division (Levels 3, 4)

Grade 6 Peel students scored:

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

## FIGURE 4

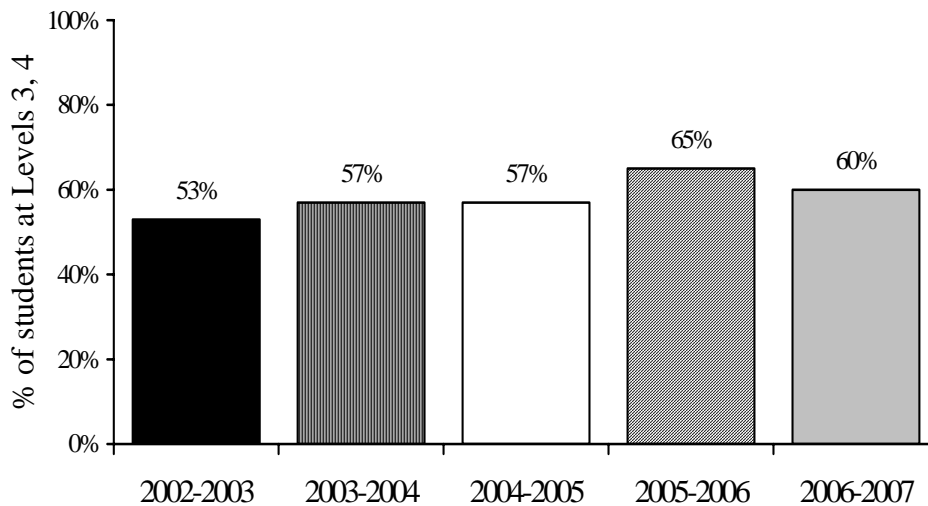
### EQAO 2006-2007 Primary Division Results: Five-Year Trends

#### Peel Board Comparisons of Change in Scores from 2002-2003 to 2006-2007

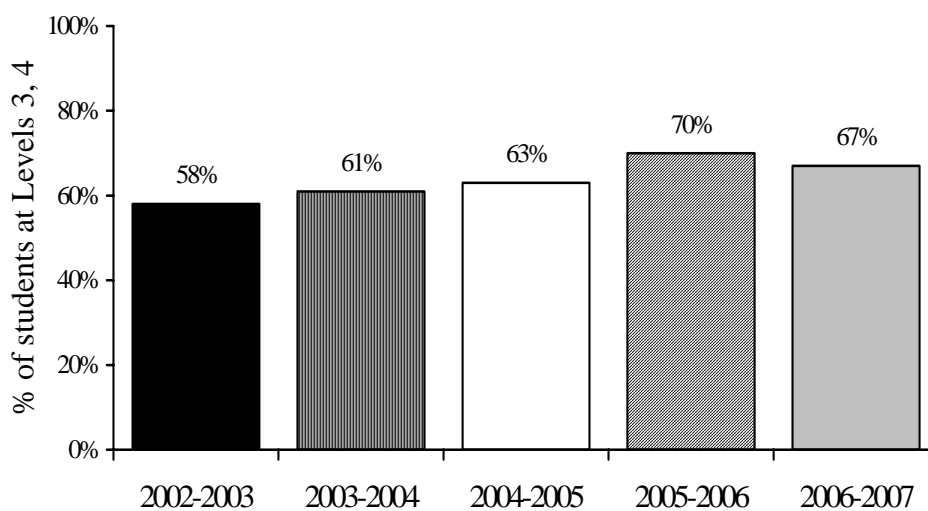
(All Students - Includes Levels 1-4, Not Enough Evidence for Level 1, No Data, Exempt Categories)

#### Levels 3, 4

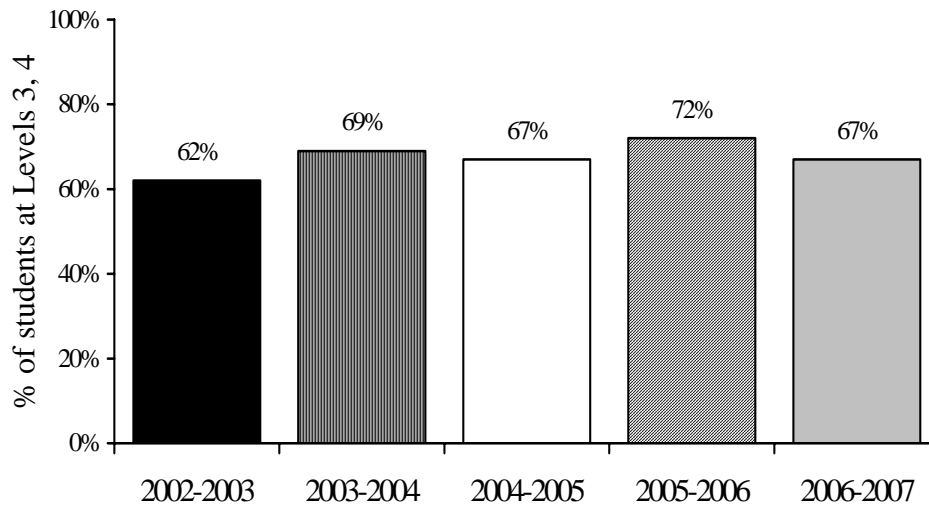
##### Primary Division Reading Results



##### Primary Division Writing Results



## Primary Division Mathematics Results



**When compared to last year's results (2005-2006), Grade 3 Peel students scored:**

- 5% lower in 2006-2007 for reading.
- 3% lower in 2006-2007 for writing.
- 5% lower in 2006-2007 for mathematics.

**When compared to 2002-2003 results (5-year trends), Grade 3 Peel students scored:**

- 7% higher in 2006-2007 for reading.
- 9% higher in 2006-2007 for writing.
- 5% higher in 2006-2007 for mathematics.

## FIGURE 5

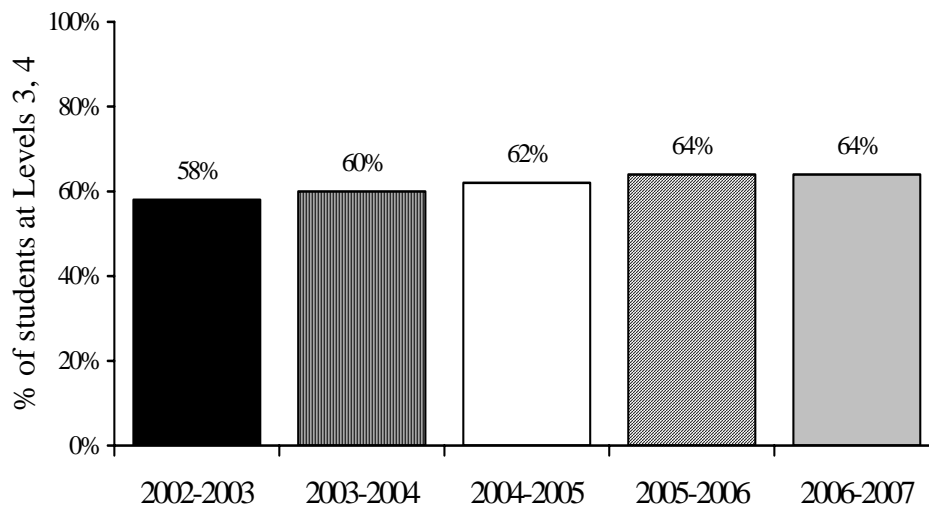
### EQAO 2006-2007 Junior Division Results: Five-Year Trends

#### Peel Board Comparisons of Change in Scores from 2002-2003 to 2006-2007

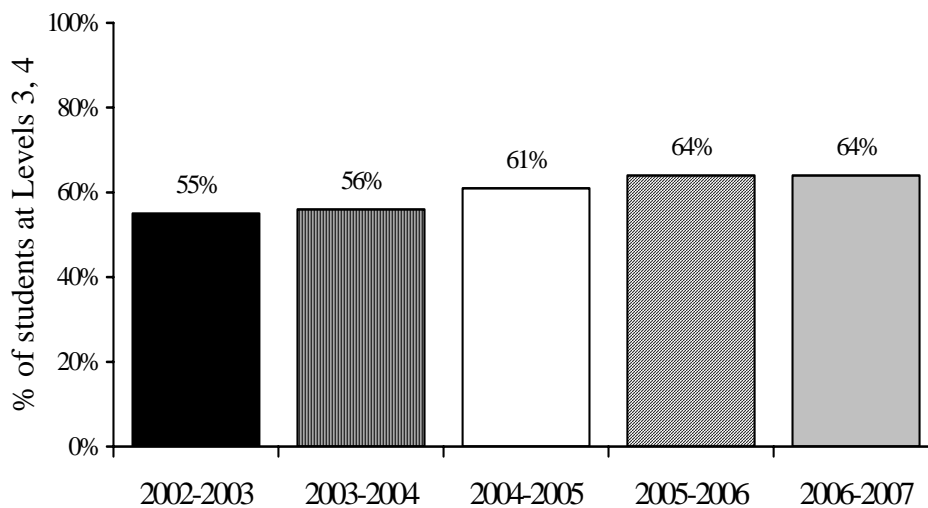
(All Students - Includes Levels 1-4, Not Enough Evidence for Level 1, No Data, Exempt Categories)

#### Levels 3, 4

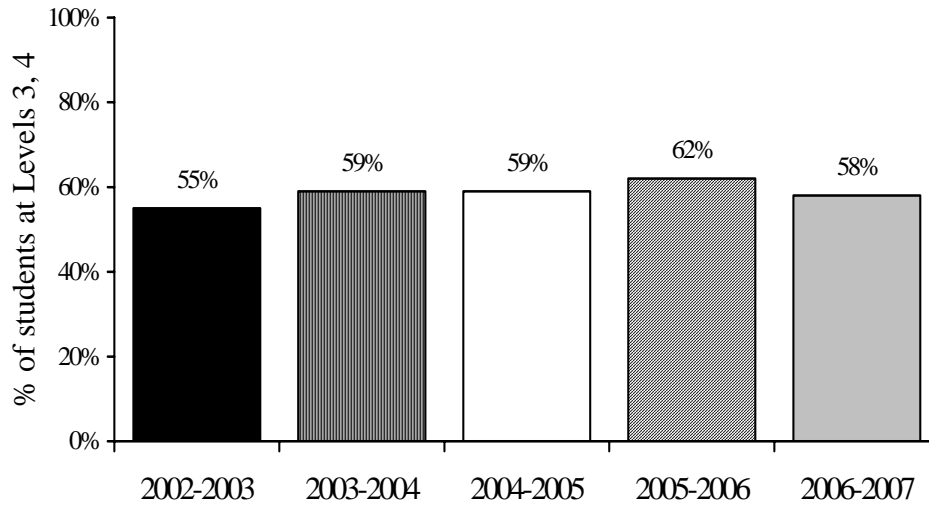
##### Junior Division Reading Results



##### Junior Division Writing Results



## Junior Division Mathematics Results



**When compared to last year's results (2005-2006), Grade 6 Peel students scored:**

- the same for reading.
- the same for writing.
- 4% lower in 2006-2007 for mathematics.

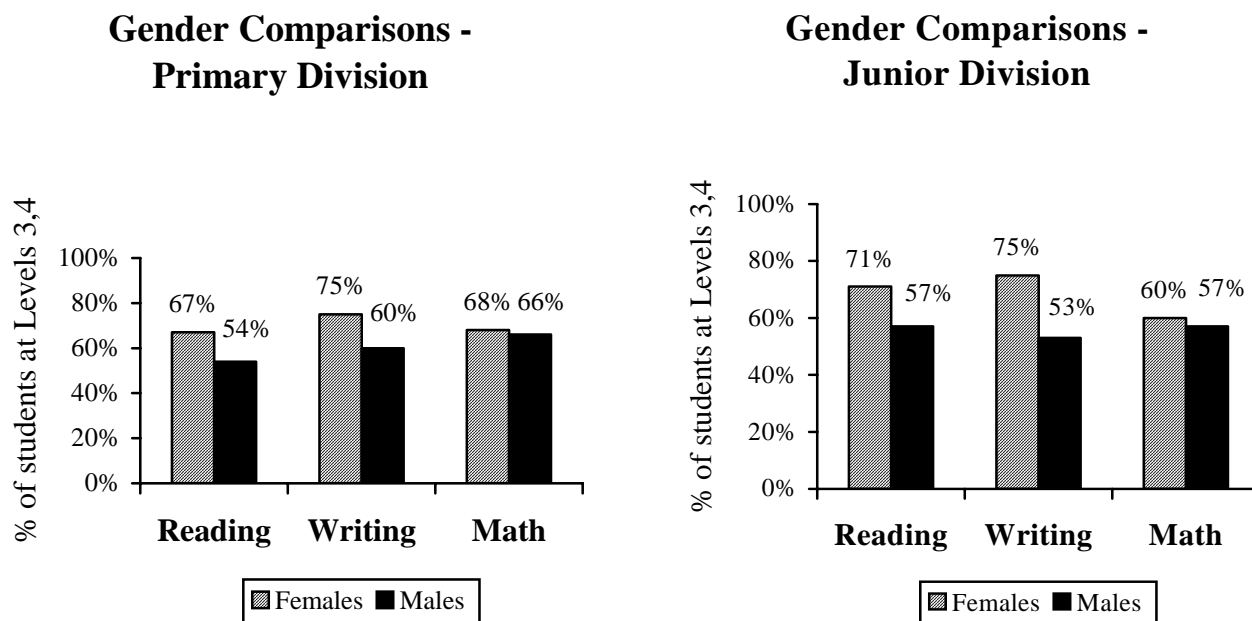
**When compared to 2002-2003 results (5-year trends), Grade 6 Peel students scored:**

- 6% higher in 2006-2007 for reading.
- 9% higher in 2006-2007 for writing.
- 3% higher in 2006-2007 for mathematics.

## FIGURE 6

### EQAO 2006-2007 Primary and Junior Division Results: Peel Board Gender Comparisons

(All Students - Includes Levels 1-4, Not Enough Evidence for Level 1, No Data, Exempt Categories)



#### When comparing the results of Peel females and males:

- Peel females in Grade 3 scored above males in reading, writing, and mathematics.
- Peel females in Grade 6 scored above males in reading, writing, and mathematics.

#### Primary Division (Levels 3, 4)

*Grade 3 Peel females scored:*

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

#### Junior Division (Levels 3, 4)

*Grade 6 Peel females scored:*

- 14% higher than males in reading.
- 22% higher than males in writing.
- 3% higher than males in mathematics.

**TABLE 3****Peel Board Gender Gap Analysis\* - Primary and Junior Divisions****Extent to Which Females Outperformed Males in Levels 3, 4**

		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
<b>Primary Division</b>	Reading	+12%	+11%	+10%	+13%	+13%
	Writing	+16%	+17%	+12%	+15%	+15%
	Mathematics	+2%	+1%	0%	-2%	+2%
<b>Junior Division</b>	Reading	+13%	+13%	+13%	+15%	+14%
	Writing	+18%	+17%	+18%	+20%	+22%
	Mathematics	+3%	+3%	+1%	+2%	+3%

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

**When comparing the results of Peel females and males:**

- Girls outperformed boys in almost all test areas in the primary and junior divisions of the assessment over the past five years.
- For both the primary and junior divisions, 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 2002-2003 has remained relatively consistent.

## FIGURE 7

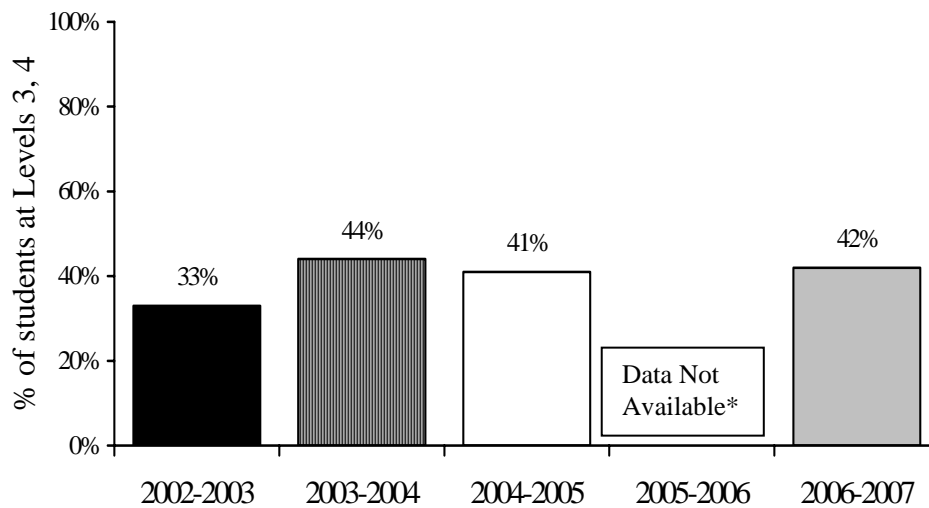
### EQAO 2006-2007 Primary Division Results:

#### Peel Board Comparisons of Change in ESL/ELD Scores\* from 2002-2003 to 2006-2007\*\*

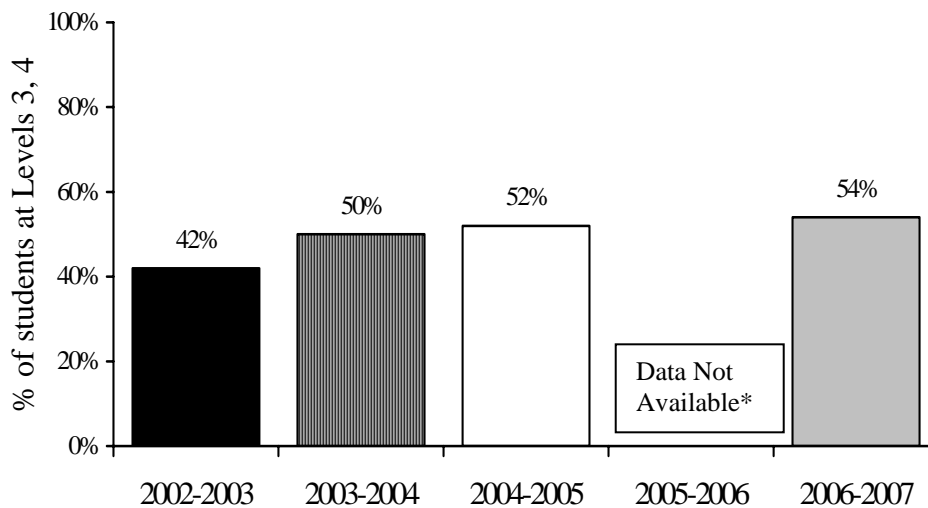
(All Students - Includes Levels 1-4, Not Enough Evidence for Level 1, No Data, Exempt Categories)

#### Levels 3, 4

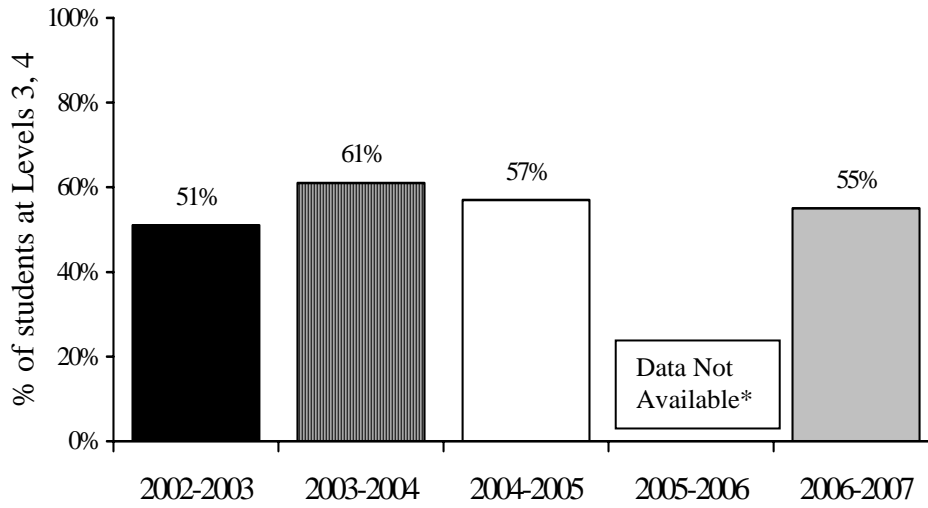
##### ESL/ELD - Primary Division Reading



##### ESL/ELD - Primary Division Writing



## ESL/ELD - Primary Division Mathematics



*Note:* \*Due to a change in the definition of English as a Second Language/English Literacy Development (ESL/ELD), data are unavailable for the year 2005-2006.

\*\*Due to a change in the definition of English as a Second Language/English Literacy Development (ESL/ELD) in the year 2006-2007, data cannot be compared to previous years.

## FIGURE 8

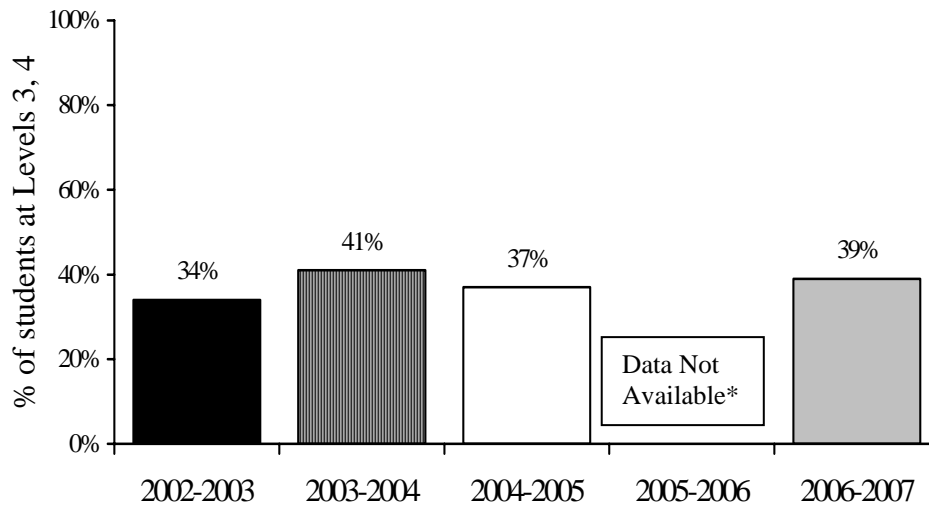
### EQAO 2006-2007 Junior Division Results:

#### Peel Board Comparisons of Change in ESL/ELD Scores\* from 2002-2003 to 2006-2007\*\*

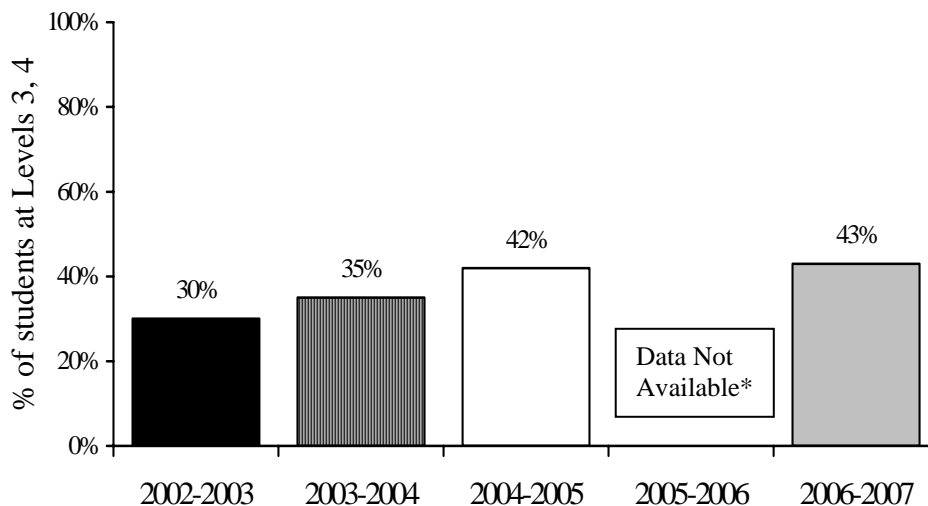
(All Students - Includes Levels 1-4, Not Enough Evidence for Level 1, No Data, Exempt Categories)

### Levels 3, 4

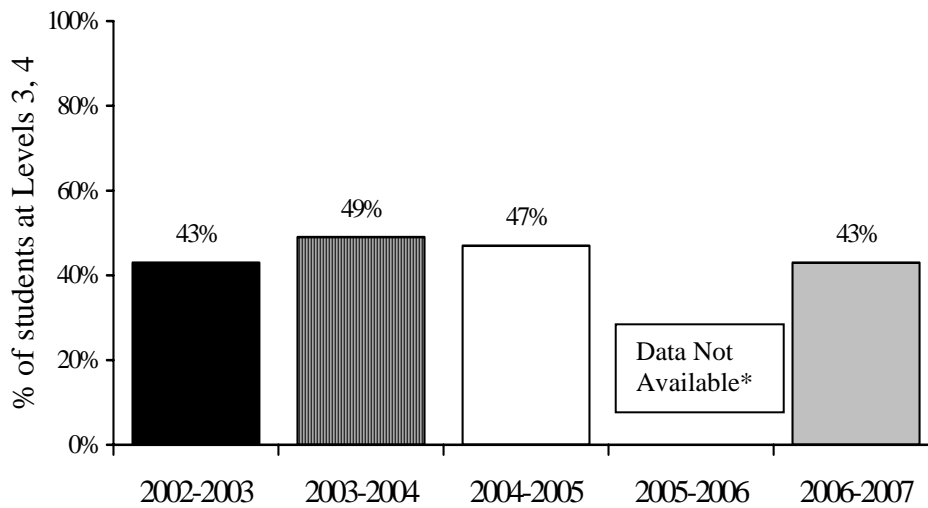
#### ESL/ELD – Junior Division Reading



#### ESL/ELD - Junior Division Writing



### ESL/ELD - Junior Division Mathematics



*Note:* \*Due to a change in the definition of English as a Second Language/English Literacy Development (ESL/ELD), data are unavailable for the year 2005-2006.

\*\*Due to a change in the definition of English as a Second Language/English Literacy Development (ESL/ELD) in the year 2006-2007, data cannot be compared to previous years.

## FIGURE 9

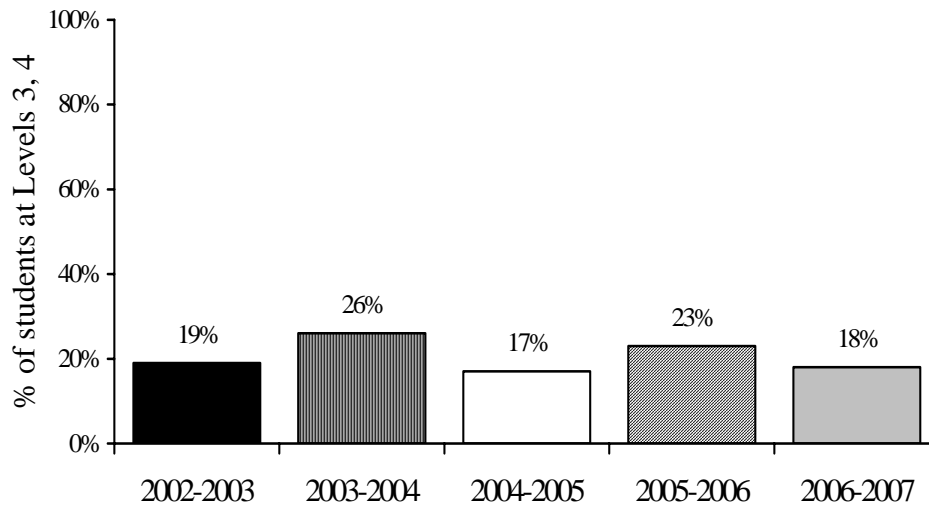
### EQAO 2006-2007 Primary Division Results:

### Peel Board Comparisons of Change in Students with Special Needs' Scores (excluding gifted) from 2002-2003 to 2006-2007

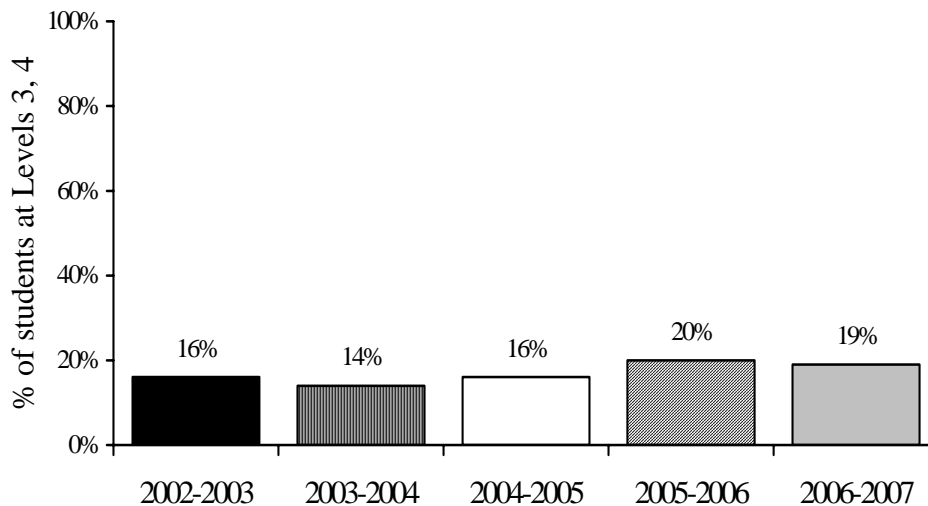
(All Students - Includes Levels 1-4, Not Enough Evidence for Level 1, No Data, Exempt Categories)

#### Levels 3, 4

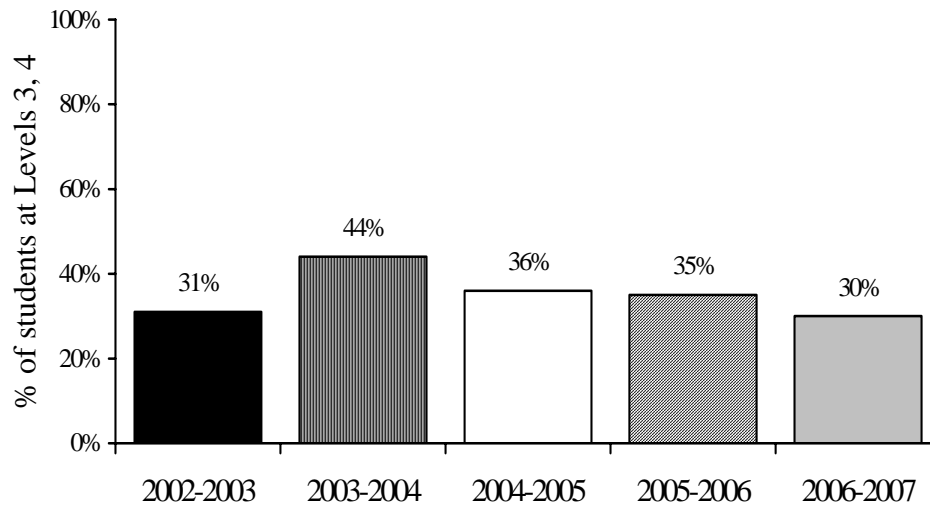
Students with Special Needs -  
Primary Division Reading



Students with Special Needs -  
Primary Division Writing



### Students with Special Needs - Primary Division Mathematics



**When compared to last year's results (2005-2006), Grade 3 Peel students with special needs (excluded gifted) scored:**

- 5% lower in 2006-2007 for reading.
- 1% lower in 2006-2007 for writing.
- 5% lower in 2006-2007 for mathematics.

**When compared to 2002-2003 results (5-year trends), Grade 3 Peel students with special needs (excluded gifted) scored:**

- 1% lower in 2006-2007 for reading.
- 3% higher in 2006-2007 for writing.
- 1% lower in 2006-2007 for mathematics.

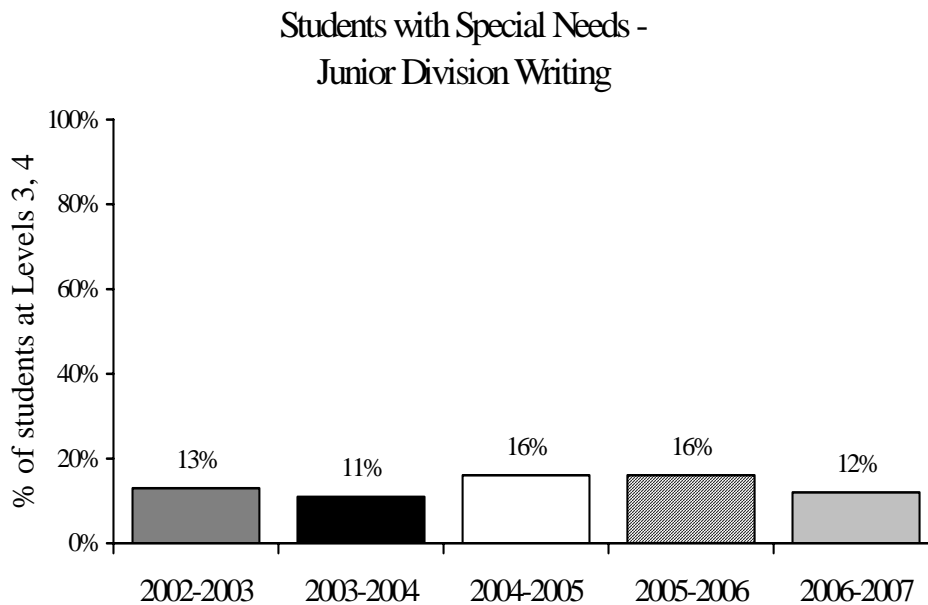
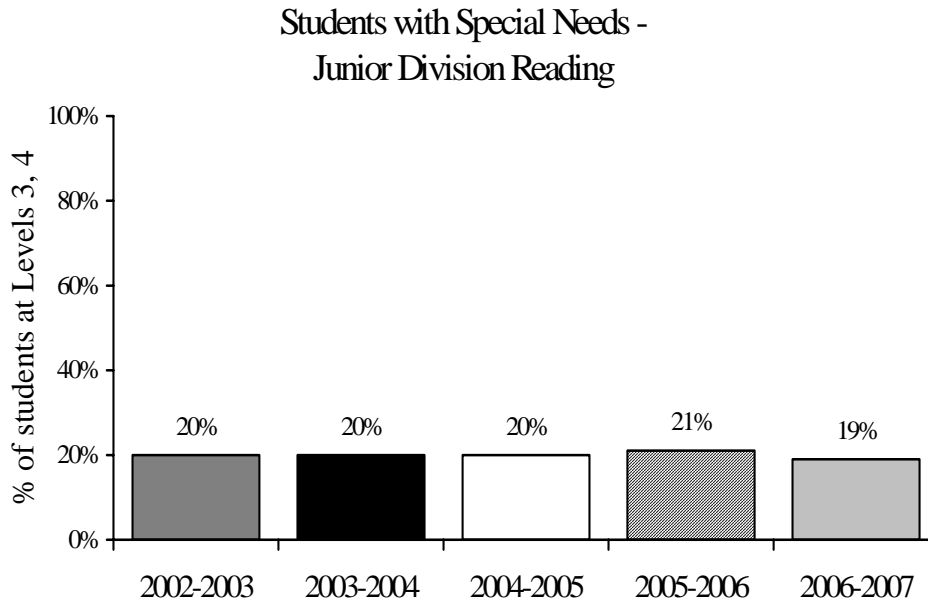
## FIGURE 10

### EQAO 2006-2007 Junior Division Results:

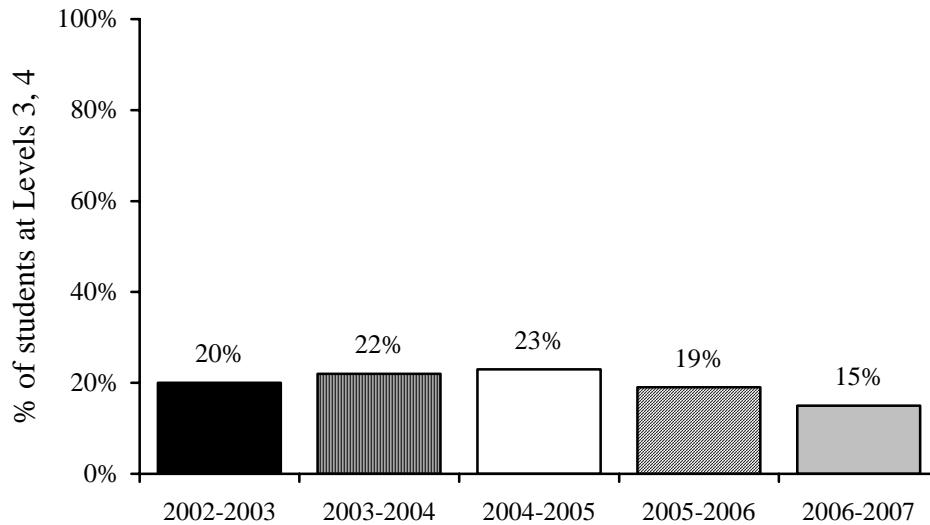
### Peel Board Comparisons of Change in Students with Special Needs' Scores (excluding gifted) from 2002-2003 to 2006-2007

(All Students - Includes Levels 1-4, Not Enough Evidence for Level 1, No Data, Exempt Categories)

#### Levels 3, 4



## Students with Special Needs - Junior Division Mathematics



**When compared to last year's results (2005-2006), Grade 6 Peel students with special needs (excluding gifted) scored:**

- 2% lower in 2006-2007 for reading.
- 4% lower in 2006-2007 for writing.
- 4% lower in 2006-2007 for mathematics.

**When compared to 2002-2003 results (5-year trends), Grade 6 Peel students with special needs (excluding gifted) scored:**

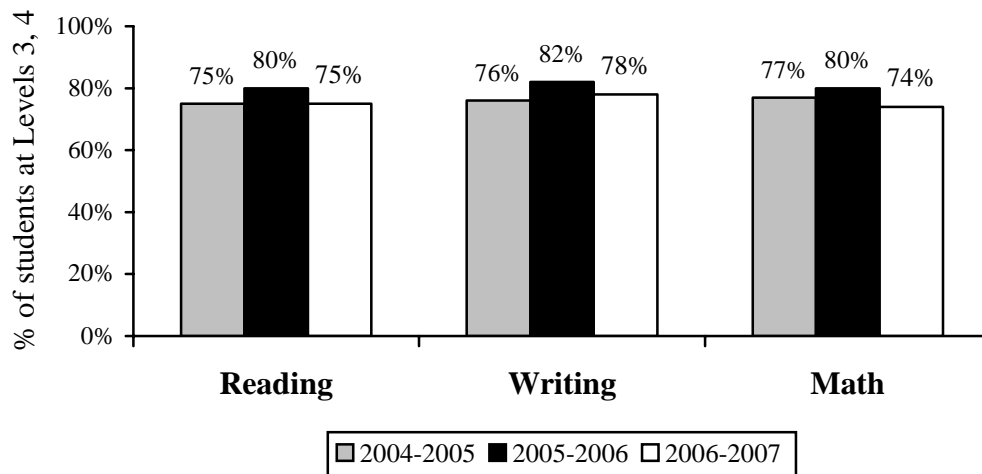
- 1% lower in 2006-2007 for reading.
- 1% lower in 2006-2007 for writing.
- 5% lower in 2006-2007 for mathematics.

## FIGURE 11

### **EQAO 2006-2007 Primary Division Results: Peel Board Comparisons of Change in Primary Division French Immersion Students' Scores\***

(All Students - Includes Levels 1-4, Not Enough Evidence for Level 1, No Data, Exempt Categories)

#### Primary Division Peel Board French Immersion



\*Note: These results include Grade 3 French Immersion students who wrote the reading, writing, and mathematics components of the assessment in English.

#### **When compared to last year's results (2005–2006), Peel Board French Immersion students in Grade 3 scored:**

- 5% lower in 2006-2007 for reading.
- 4% lower in 2006-2007 for writing.
- 6% lower in 2006-2007 for mathematics.

#### **When compared to 2004-2005 results (3-year trends), Peel Board French Immersion students in Grade 3 scored:**

- the same in 2006-2007 for reading.
- 2% higher in 2006-2007 for writing.
- 3% lower in 2006-2007 for mathematics.

# Summary of Results, 2006-2007 for Levels 3, 4

## 1. Peel Board and Provincial Results

- Grade 3 Peel students scored 2% below the provincial results in reading.
- Grade 3 Peel students scored 3% above the provincial results in writing.
- Grade 3 Peel students scored 2% below 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% below the provincial results in mathematics.

## 2. Yearly Comparisons (Peel Board)

- Grade 3 students scored 5% lower in reading when compared to last year.
- Grade 3 students scored 3% lower in writing when compared to last year.
- Grade 3 students scored 5% lower in mathematics when compared to last year.
- Grade 6 students scored the same in reading when compared to last year.
- Grade 6 students scored the same in writing when compared to last year.
- Grade 6 students scored 4% lower in mathematics when compared to last year.

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

- Grade 3 students scored 7% higher in reading than in 2002-2003.
- Grade 3 students scored 9% higher in writing than in 2002-2003.
- Grade 3 students scored 5% higher in mathematics than in 2002-2003.
- Grade 6 students scored 6% higher in reading than in 2002-2003.
- Grade 6 students scored 9% higher in writing than in 2002-2003.
- Grade 6 students scored 3% higher in mathematics than in 2002-2003.

## 4. Gender Comparisons (Peel Board)

- Grade 3 females scored 13% higher than males in reading.
- Grade 3 females scored 15% higher than males in writing.
- Grade 3 females scored 2% higher than males in mathematics.
- Grade 6 females scored 14% higher than males in reading.
- Grade 6 females scored 22% higher than males in writing.
- Grade 6 females scored 3% higher than males in mathematics.

## 5. Gender Gap Analysis (Peel Board)

- Females outperformed males in 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 2002-2003 has remained relatively consistent.

## **6. Students with Special Needs' (excluding gifted) Yearly Comparisons (Peel Board)**

- Grade 3 students with special needs scored 5% lower in reading when compared to last year.
- Grade 3 students with special needs scored 1% lower in writing when compared to last year.
- Grade 3 students with special needs scored 5% lower in mathematics when compared to last year.
- Grade 6 students with special needs scored 2% lower in reading when compared to last year.
- Grade 6 students with special needs scored 4% lower in writing when compared to last year.
- Grade 6 students with special needs scored 4% lower in mathematics when compared to last year.

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

- Grade 3 students with special needs scored 1% lower in reading than in 2002-2003.
- Grade 3 students with special needs scored 3% higher in writing than in 2002-2003.
- Grade 3 students with special needs scored 1% lower in mathematics than in 2002-2003.
- Grade 6 students with special needs scored 1% lower in reading than in 2002-2003.
- Grade 6 students with special needs scored 1% lower in writing than in 2002-2003.
- Grade 6 students with special needs scored 5% lower in mathematics than in 2002-2003.

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

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

- 5% lower in reading when compared to last year.
- 4% lower in writing when compared to last year.
- 6% lower in mathematics when compared to last year.

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

- Grade 3 French Immersion students scored the same in reading than in 2004-2005.
- Grade 3 French Immersion students scored 2% higher in writing than in 2004-2005.
- Grade 3 French Immersion students scored 3% lower in mathematics than in 2004-2005.