



Grade 3 Grade 6 EQAO Assessment of Reading, Writing, and Mathematics

Grade 9 EQAO Assessment of Mathematics 2001-2002

Overview of Results



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Grade 3 and Grade 6 EQAO Assessment of Reading, Writing, and Mathematics, Grade 9 Assessment of Mathematics: 2001-2002

Introduction

This report contains an overview of the 2001-2002 Education Quality and Accountability Office (EQAO) provincial assessment in reading, writing, and mathematics for grades 3 and 6, and the provincial assessment in mathematics for grade 9. It brings together all 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.

Who 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 also makes recommendations 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 five 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. An annual grade 9 assessment in mathematics was introduced in 2000-2001.

These three 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 was the assessment?

The grade 3, grade 6, and grade 9 assessments measure how well students have met the provincial expectations in *The Ontario Curriculum*. The grade 3 and grade 6 assessment covers 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 2002.

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 two pieces of written work. 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 grade 3, grade 6, and grade 9 mathematics assessment, students were asked to solve problems, apply concepts and procedures, and explain how they arrived at their answers. In grades 3-6, the assessment also tested students' knowledge and skills in the five strands of mathematics: Number Sense and Numeration, Geometry and Spatial Sense, Measurement, Patterning and Algebra, and Data Management and Probability.

The grade 9 mathematics assessment included knowledge and skills in mathematics; there is a different assessment for students enrolled in applied courses and academic courses. Students enrolled in first-semester applied and academic mathematics programs wrote the assessment in January 2002, and students enrolled in second-semester and full-year applied or academic mathematics programs wrote the assessment in May 2002. In grade 9, the assessment tested students' knowledge and skills in the four strands of mathematics: Number Sense and Algebra, Relationships, Analytic Geometry, and Measurement and Geometry.

Who participated in the assessment?

All Peel grade 3 (8,817), grade 6 (8,963), and grade 9 (8,423) students participated in the assessment 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. Three percent of Peel grade 3 students and 2% of grade 6 students were exempted in all three subject areas, and 1% percent of grade 9 students were exempted in mathematics.

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 2002 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 both grades 3, 6, and 9. *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.

Are EQAO results comparable from year-to-year?

Results from the first grade 3 assessments (1996-1997) cannot be compared directly with those from the second (1997-1998), third (1998-1999), fourth (1999-2000), fifth (2000-2001), and sixth (2001-2002) administration of the assessments. Only the overall reading and mathematics scores from the 1997-1998, 1998-1999, 1999-2000, 2000-2001, and 2001-2002 assessments can be compared from year-to-year. This year's overall writing scores can be compared to scores from 1999-2000 and last year's results (2000-2001). The overall writing scores from previous years cannot be compared.

This year's grade 6 reading and mathematics scores can be compared to 1998-1999, 1999-2000, and 2000-2001 administrations of the assessments. This year's overall writing results can be compared to scores from 1999-2000 and 2000-2001.

This year's grade 9 academic and applied mathematics scores can be compared to last year's scores (2000-2001).

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. Education Quality Indicators Program (EQUIP) will help greatly in this regard.
- ✓ Teachers and principals should use samples of student work, provided by EQAO anchor papers and Ministry exemplar documents, to help students and parents understand what work at Level 3 and 4 looks like.
- ✓ School boards should provide opportunities for teachers and principals to share assessment expertise and successful assessment practices.
- ✓ EQAO's four levels of achievement are closely aligned with those in the *Ontario Student Report Card*.

Grade 3, Grade 6, and Grade 9 EQAO Assessment: Peel and Provincial Board Results, 2001-2002

Background characteristics

- 8,817 Peel grade 3 students in 129 schools participated in the EQAO testing: 3% were fully exempt from the assessment in all three subjects.
- Of those students who took the test, 13% were receiving special education support (excluding gifted and enhanced learning students) and 20% were enrolled in an ESL program.
- 8,963 Peel grade 6 students in 86 schools participated in the EQAO testing: 2% were fully exempt from the assessment in all three subjects.
- Of those students who took the test, 14% were receiving special education support (excluding gifted and enhanced learning students) and 9% were enrolled in an ESL program.
- 8,218 Peel grade 9 students (6,047 in academic mathematics, 2,376 in applied mathematics) participated in EQAO testing: 1% were fully exempt from the assessment.

Student Achievement

Grade 3 and 6 student achievement results for Peel and the Province are presented in Tables 1 and 2 for reading, writing, and mathematics. The percent of students performing at Levels 2, 3, 4 and Levels 3, 4 are presented for each subject area. Table 3 presents the student achievement results for Grade 9. The percent of students performing at Levels 2, 3, 4 and Levels 3, 4 are similarly presented for each subject area. Table 4 presents the results of the comparison of student achievement scores between Peel and the Province. Table 5 presents the results of the comparison of Grade 3 student achievement scores from 1997-1998 to 2001-2002. Table 6 presents the results of the comparison of Grade 6 student achievement scores from 1998-1999 to 2001-2002. Table 7 presents the results of the comparison of Grade 9 student achievement scores from 2000-2001 to 2001-2002. Overall achievement comparisons involving gender, ESL enrollment, special education support, and French immersion program are also presented in Tables 8 through 11.

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 those who took part in the assessment but did not provide enough information for their responses to be scored. An additional designation was added to the marking and reporting scale and is referred to as *Not Enough Evidence for Level 1* (NE Level 1).

This method of reporting is EQAO's primary method of reporting because publicly funded schools are accountable for the achievement and progress of all students. Schools and school boards are required to use this method to ensure consistency of reporting across the province.

The overall achievement results in reading, writing, and mathematics reported for both the Peel Board and the province may not add to 100%, due to rounding errors.

TABLE 1

EQAO 2001-2002 Results: Peel and Provincial Comparisons - Grade 3

(Method 1 - Includes Exemption, No Data, Not Enough Information to Score, Not Enough Evidence for Level 1 Categories)

	Exempt		No Data		Not Enough Information to Score		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	Province	Peel
Reading	6%	4%	<1%	<1%	7%	4%	<1%	<1%	9%	8%	27%	27%	45%	49%	5%	7%
Writing	5%	3%	<1%	<1%	3%	2%	<1%	<1%	2%	2%	33%	33%	48%	50%	8%	9%
Mathematics	5%	3%	<1%	<1%	5%	3%	<1%	<1%	5%	3%	27%	23%	48%	53%	10%	14%
	Levels 2, 3, 4		Levels 3, 4													
	Province	Peel	Province	Peel												
Reading	77%	83%	50%	56%												
Writing	89%	92%	55%	60%												
Mathematics	85%	90%	58%	67%												

When compared to the province:

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

TABLE 2

EQAO 2001-2002 Results: Peel and Provincial Comparisons - Grade 6

(Method 1 - Includes Exemption, No Data, Not Enough Information to Score, Not Enough Evidence for Level 1 Categories)

	Exempt		No Data		Not Enough Information to Score		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	Province	Peel
Reading	4%	3%	<1%	<1%	6%	4%	<1%	<1%	6%	7%	28%	28%	47%	48%	9%	10%
Writing	4%	2%	<1%	<1%	3%	3%	<1%	<1%	6%	7%	33%	34%	43%	43%	10%	10%
Mathematics	4%	2%	<1%	<1%	5%	4%	<1%	<1%	8%	9%	28%	30%	41%	41%	13%	13%
	Levels 2, 3, 4		Levels 3, 4													
	Province	Peel	Province	Peel												
Reading	84%	86%	56%	58%												
Writing	86%	87%	53%	54%												
Mathematics	82%	84%	54%	55%												

When compared to the province:

Peel students in grade 6 scored above the provincial average in Levels 2, 3, 4 and Levels 3, 4, for reading. Peel students in grade 6 scored the same as the province in writing and mathematics.

TABLE 3

EQAO 2001-2002 Results: Peel and Provincial Comparisons - Grade 9
(Method 1 - Includes Exemption, No Data, Not Enough Information to Score, Not Enough Evidence for Level 1 Categories)

	Exempt		No Data		Not Enough Information to Score		Below Level 1		Level 1		Level 2		Level 3		Level 4	
	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel
Applied Mathematics	2%	1%	7%	7%	6%	3%	8%	8%	19%	20%	37%	38%	21%	24%	<1%	<1%
Academic Mathematics	<1%	<1%	1%	1%	3%	<1%	<1%	<1%	14%	14%	17%	17%	58%	60%	5%	6%
	Levels 2, 3, 4		Levels 3, 4													
	Province	Peel	Province	Peel												
Applied Mathematics	58%	62%	21%	24%												
Academic Mathematics	80%	83%	63%	66%												

When compared to the province:

Peel students in grade 9 scored above the provincial average in Levels 2, 3, 4 and Levels 3, 4 for applied and academic mathematics.

TABLE 4

EQAO 2001-2002 Results: Peel and Provincial Comparisons - Grade 3, 6, and 9
(Method 1 - Includes Exemption, No Data, Not Enough Information to Score, Not Enough Evidence for Level 1 Categories)

	GRADE 3			GRADE 6			GRADE 9		
	Province	Levels 3, 4 Peel	Comparison	Province	Levels 3, 4 Peel	Comparison	Province	Levels 3, 4 Peel	Comparison
Reading	50%	56%	+6%	56%	58%	+3%	—	—	—
Writing	55%	60%	+5%	53%	54%	+1%	—	—	—
Mathematics	58%	67%	+9%	54%	55%	+1%	—	—	—
Applied Math	—	—	—	—	—	—	21%	24%	+3%
Academic Math	—	—	—	—	—	—	63%	66%	+3%

When compared to the province:

Peel students in grade 3 scored above the Provincial average in reading, writing, and mathematics

Peel students in grade 6 scored above the Provincial average in reading, writing and mathematics.

Peel students in grade 9 scored above the Provincial average in applied mathematics and academic mathematics.

For Grade 3 (Levels 3,4)

Peel students scored:

6% higher in reading

5% higher in writing

9% higher in mathematics

For Grade 6 (Levels 3,4)

Peel students scored:

3% higher in reading

1% higher in writing

1% higher in mathematics

For Grade 9 (Levels 3,4)

Peel students scored:

3% higher in applied mathematics

3% higher in academic mathematics

TABLE 5

EQAO 2001-2002 Results

Peel Comparisons of Change in Scores from 1997-1998, 1998-1999, 1999-2000, 2000-2001 to 2001-2002 School Years - Grade 3

(Method 1 - Includes Exemption, No Data, Not Enough Information to Score, Not Enough Evidence for Level 1 Categories)

Levels 3, 4

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	Previous Year Comparison	5-year Comparison
Reading	54%	53%	58%	56%	56%	0%	+2%
*Writing	—	—	57%	57%	60%	+3%	—
Mathematics	55%	66%	67%	69%	67%	-2%	+12%

***Note:** The writing scores cannot be directly compared from year-to-year since the two tests have not been equated, with the exception of 1999-2000, 2000-2001, and 2001-2002 where the two tests have been equated. The reading and mathematics scores have been adjusted mathematically to allow for direct comparisons from year-to-year.

When compared to last year's results:

Peel students' reading scores did not differ from last year.

Peel students scored 3% higher in 2001-2002 for writing when compared to 2000-2001.

Peel students scored 2% lower in 2001-2002 for mathematics when compared to 2000-2001.

When compared to 1997-1998 results (5 year trends) Peel students scored

2% higher in reading

12% higher in mathematics

TABLE 6

EQAO 2001-2002 Results Peel Comparisons of Change in Scores from 1998-1999 to 2001-2002 School Years - Grade 6

(Method 1 - Includes Exemption, No Data, Not Enough Information to Score, Not Enough Evidence for Level 1 Categories)

Levels 3, 4

	1998-1999	1999-2000	2000-2001	2001-2002	Previous Year Comparison	4 Year Comparison
Reading	53%	58%	59%	58%	-1%	+5%
*Writing	—	53%	55%	54%	-1	—
Mathematics	50%	59%	57%	55%	-2%	+5%

***Note:** The overall writing scores were only equated for 1999-2000, 2000-2001, and 2001-2002; hence, 4-year comparisons cannot be made.

When compared to last years results:

Peel students scored 1% lower in 2001-2002 for reading when compared to 2000-2001.

Peel students scored 1% lower in 2001-2002 for writing when compared to 2000-2001.

Peel students scored 2% lower in 2001-2002 for mathematics when compared to 2000-2001.

When compared to 1998-1999 results (four year trends) Peel students scored:

5% higher in reading

5% higher in mathematics

TABLE 7

EQAO 2001-2002 Results Peel Comparisons of Change in Scores from 2000-2001 to 2001-2002 School Years - Grade 9

(Method 1 - Includes Exemption, No Data, Not Enough Information to Score, Not Enough Evidence for Level 1 Categories)

Levels 3, 4

	2000- 2001	2001- 2002	Previous Year Comparison
Applied Mathematics	13%	24%	+11%
Academic Mathematics	51%	66%	+15%

When compared to last year's results:

Peel students scored 11% higher in 2001-2002 for applied mathematics, and 15% higher in academic mathematics when compared to 2000-2001.

TABLE 8**EQAO 2001-2002 Results: Peel Gender Comparisons - Grade 3, Grade 6, and Grade 9**
(Method 1 - Includes Exemption, No Data, Not Enough Information to Score, Not Enough Evidence for Level 1 Categories)

	GRADE 3			GRADE 6			GRADE 9		
	Boys	Levels 3, 4 Girls	Comparison	Boys	Levels 3, 4 Girls	Comparison	Boys	Levels 3, 4 Girls	Comparison
Reading	52%	62%	+10%	50%	67%	+17%	—	—	—
Writing	51%	69%	+18%	43%	65%	+22%	—	—	—
Mathematics	67%	67%	0%	54%	56%	+2%	—	—	—
Applied Mathematics	—	—	—	—	—	—	24%	24%	0%
Academic Mathematics	—	—	—	—	—	—	66%	66%	0%

Gender Gap Analysis: Extent to which Girls Outperform Boys in Levels 3,4

		1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001 2002
Grade 3	Reading	+9%	+9%	+12%	+10%	+10%
	Writing	—	—	+14%	+14%	+18%
	Mathematics	+6%	+1%	+2%	+2%	0%
Grade 6	Reading	—	+18%	+18%	+15%	+17%
	Writing	—	—	+20%	+20%	+22%
	Mathematics	—	+3%	+6%	+2%	+2%
Grade 9	Applied Mathematics	—	—	—	0%	0%
	Academic Mathematics	—	—	—	+3%	0%

Girls outperform boys in all test areas in grades 3 and 6.

The gender gap in achievement gets bigger between grade 3 and grade 6 for reading and writing.

The gender gap in achievement in each test area since 1997-1998, within grade 3 and grade 6, has remained the same.

The gender gap in achievement in grade 9 academic mathematics has narrowed since 2000-2001.

TABLE 9

**EQAO 2001-2002 Results: Peel ESL and Non ESL Student Comparisons: Grade 3 and Grade 6
(Method 1 - Includes Exemption, No Data, Not Enough Information to Score, Not Enough Evidence for Level 1 Categories)**

	GRADE 3			GRADE 6			GRADE 9		
	ESL Students	Levels 3, 4 Non ESL Students	Comparison	ESL Students	Levels 3, 4 Non ESL Students	Comparison	ESL Students	Levels 3, 4 Non ESL Students	Comparison
Reading	32%	62%	+30%	27%	61%	+34%	—	—	—
Writing	39%	65%	+26%	25%	56%	+31%	—	—	—
Mathematics	50%	71%	+21%	37%	57%	+20%	—	—	—
Applied Mathematics	—	—	—	—	—	—	14%	25%	+11%
Academic Mathematics	—	—	—	—	—	—	43%	68%	+25%

ESL Gap Analysis

Extent to which Non-ESL Students Outperform ESL Students in Levels 3,4

		1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002
Grade 3	Reading	+29%	+31%	+35%	+28%	+30%
	Writing	—	—	+31%	+24%	+26%
	Mathematics	+19%	+23%	+25%	+16%	+21%
Grade 6	Reading	—	+36%	+38%	+41%	+34%
	Writing	—	—	+37%	+37%	+31%
	Mathematics	—	+19%	+29%	+27%	+20%
Grade 9	Applied Mathematics	—	—	—	+5%	+11%
	Academic Mathematics	—	—	—	+23%	+25%

Non-ESL students significantly outperform ESL students in all test areas in all grades.

The gap in achievement gets bigger between grade 3 and grade 6 for reading and writing.

The gap in achievement gets bigger between grade 3 mathematics and grade 9 academic mathematics.

The grade 6 ESL student performance improved over last year. The gap between ESL and non-ESL students was reduced by 7% in reading, and 6% in writing and 7% in mathematics.

The grade 9 ESL student performance declined compared to last year's results, particularly in applied mathematics. The gap between ESL and non-ESL students was increased by 6% in applied mathematics, and 2% in academic mathematics.

TABLE 10

EQAO 2001-2002 Results: Peel Special Education and Non Special Education Student Comparisons - Grade 3 and Grade 6

(Method 1 - Includes Exemption, No Data, Not Enough Information to Score, Not Enough Evidence for Level 1 Categories)

	GRADE 3			GRADE 6			GRADE 9		
	Receiving Special Education	Levels 3, 4 Not Receiving Special Education	Comparison	Receiving Special Education	Levels 3, 4 Not Receiving Special Education	Comparison	Receiving Special Education	Levels 3, 4 Not Receiving Special Education	Comparison
Reading	22%	61%	+39%	16%	64%	+48%	—	—	—
Writing	18%	66%	+48%	13%	61%	+48%	—	—	—
Mathematics	36%	72%	+36%	16%	61%	+45%	—	—	—
Applied Mathematics	—	—	—	—	—	—	18%	25%	+7%
Academic Mathematics	—	—	—	—	—	—	48%	67%	+19%

Special Education Gap Analysis

Extent to which Non-Special Education Students Outperform Special Education Students in Levels 3,4

		1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002
Grade 3	Reading	+41%	+43%	+47%	+43%	+39%
	Writing	—	—	+49%	+46%	+48%
	Mathematics	+32%	+39%	+43%	+40%	+36%
Grade 6	Reading	—	+46%	+50%	+27%	+48%
	Writing	—	—	+48%	+28%	+48%
	Mathematics	—	+43%	+48%	+24%	+45%
Grade 9	Applied Mathematics	—	—	—	+6%	+7%
	Academic Mathematics	—	—	—	+15%	+19%

Non-Special Education students significantly outperform Special Education students in all test areas in both grades.

The grade 6 Special Education student performance declined significantly over last year. The gap between Special Education and non-Special Education students was increased by 21% in reading, 20% in writing, and 21% in mathematics.

The gap between Special Education students increased slightly by 1% in grade 9 applied mathematics and by 4% in grade 9 applied mathematics.

TABLE 11

EQAO 2001-2002 Results: Comparisons for Peel and Provincial: French Immersion Students * - Grade 3

(Method 1 - Includes Exemption, No Data, Not Enough Information to Score, Not Enough Evidence for Level 1 Categories)

	Levels 3, 4		
	Provincial French Immersion Students	Peel French Immersion Students	Comparison
Reading	60%	69%	+9%
Writing	64%	75%	+11%
Mathematics	63%	76%	+13%

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

When compared to the province:

Peel French Immersion students in grade 3 scored significantly higher than Provincial French Immersion students (who wrote the test in English) for reading, writing and mathematics.

Peel French Immersion students scored:

9% higher in reading

11% higher in writing

13% higher in mathematics

Summary of Results, 2001-2002

1. Peel and Provincial Results

- Peel grade 3 students scored above the provincial average in reading (+6%), writing (+5%), and mathematics (+9%)
- Peel grade 6 students scored above the provincial average in reading (+3%), writing (1%), and mathematics (+1%)
- Peel grade 9 students scored above the provincial average in applied mathematics (3%) and academic mathematics (3%)

2. Yearly Comparisons (Peel)

- Grade 3 students' reading results were identical to last year.
- Grade 3 students scored 3% 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 1% lower in reading when compared to last year
- Grade 6 students scored 1% lower in writing when compared to last year
- Grade 6 students scored 3% lower in mathematics when compared to last year
- Grade 9 students scored 11% higher in applied mathematics
- Grade 9 students scored 15% higher in academic mathematics

3. Five Year Comparisons (Grade 3)

- Grade 3 students scored 2% higher in reading since 1997-1998
- Grade 3 students scored 12% higher in mathematics since 1997-1998

Three Year Comparisons (Grade 6)

- Grade 6 students scored 5% higher in reading since 1998-1999
- Grade 6 students scored 5% higher in mathematics since 1998-1999

5(a). Gender (Peel)

- Grade 3 girls scored significantly higher than boys in reading (+10%) and writing (+18%)
- Grade 6 girls scored significantly higher than boys in reading (+17%) and writing (+22%)
- Grade 6 girls scored higher than boys in mathematics (+2%)
- There are no gender differences in grade 9 girls and boys' scores in mathematics.

(b). Gender Gap Analysis

- Girls outperform boys in all test areas in both grades
- The gender gap in achievement gets bigger between grade 3 and grade 6 for reading and writing
- The gender gap in achievement in each test area since 1997-1998, within grade 3 and grade 6, has remained the same

- The gender gap in grade 9 academic mathematics has narrowed since 2000-2001. Scores from 2001-2002 show no differences between girls and boys' performance in applied and academic mathematics

6(a). ESL (Peel)

- Grade 3 non ESL students scored significantly higher than ESL students in reading (+30%), writing (+26%), and mathematics (+21%)
- Grade 6 non ESL students scored significantly higher than ESL students in reading (+34%), writing (+31%), and mathematics (+20%)
- Grade 9 non ESL students scored 11% higher than ESL students in applied mathematics, and 25% higher in academic mathematics.

(b). ESL Gap Analysis

- Non-ESL students significantly outperform ESL students in all test areas in both grades
- The gap in achievement gets bigger between grade 3 and grade 6 for reading, writing, and mathematics
- The grade 6 ESL student performance improved over last year. The gap between ESL and non-ESL students was reduced by 7% in reading and 6% in writing and mathematics
- The grade 9 ESL student performance declined over last year. The gap between ESL and non-ESL students was increased by 6% in applied mathematics.

7(a). Special Education Support (Peel)

- Grade 3 students who were not receiving Special Education support scored significantly higher than students who were receiving Special Education support in reading (+39%), writing (+48%), and mathematics (+36%)
- Grade 6 students who were not receiving Special Education support scored significantly higher than students who were receiving Special Education support in reading (+48%), writing (+48%), and mathematics (+45%)
- Grade 9 students who were not receiving Special Education support scored significantly higher than students who were not receiving Special Education support in applied mathematics (7%) and academic mathematics (19%)

(b). Special Education Gap Analysis

- Non-Special Education students significantly outperform Special Education students in all test areas in both grades
- The grade 6 Special Education student performance decreased significantly over last year. The gap between Special Education and non-Special Education students was increased by 21% in reading, 20% in writing, and 21% in mathematics
- The grade 9 Special Education performance decreased slightly over last year. The gap between Special Education and non-Special Education students was increased by 1% in applied mathematics and 4% in academic mathematics

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

- Peel French Immersion students in Grade 3 scored significantly higher than Provincial French Immersion students (who wrote the test in English) for reading (+9%), writing (+11%), and mathematics (+13%)

EQAO Key Recommendations

EQAO makes the following recommendations:

1. That school boards carefully review their improvement plans in relation to the board and provincial data that they have accumulated over the past 5 years from grade 3, grade 6, and grade 9 provincial assessments.
2. That school boards, principals, and teachers examine achievement results from 2000-2001 and 2001-2002 assessments to determine where improvement has occurred and which improvement strategies have had the greatest impact.
3. That school boards analyze disaggregated as well as aggregated data and contextual data in planning for improvement and identify strategies that target areas and groups in need of additional support, motivation, and improvement, especially those students not yet achieving the provincial standard.
4. That the Ministry of Education, faculties of Education, and Ontario College of Teachers (through Professional Learning Program providers), school boards, and educational associations continue to provide teachers with opportunities for professional development in assessment literacy and, in particular, in using assessment data along with best practices to develop strategies for improvement.