



EQAO IIR Reports OSSLT

A Guide for Administrators



School:

(Eligibility, Level of Success)

- Target Skill (R1-3, W1-4)
- Section Number
- Question Number
- Question Type (MC, OR, SW-UC, LW-UC, SW-TD, LW-TD)
- Scoring Information

Summary of School, Board, and Provincial Results by question

Number of Participants

[illegible]^a Excludes fully participating students.

1 Target Skill: R1 = explicit; R2 = implicit; R3 = making connections; W1 = developing a main idea with sufficient support; W2 = using relevant details to support a main idea; W3 = using conventions (spelling, grammar, punctuation); W4 = topic development (main idea, supporting details, etc.)
2 "Section Number" and "Item Number" as found in the 2012 "Revised Selections and Test Questions" on the EQ
3 Item Type: MC = multiple-choice; OR = open-response reading tem; SW-UC = short-writing prompt scored for use; SW-TD = short-writing prompt, scored for topic development; LW-TD = long-writing prompt, scored for topic development

** Student Response Score: 0 = blank; 1 = more than one response; OT = off-topic; I = illogical; N/A = item so

is indicated for a $2^m \times 2^n$ sign

Student Names and OENs

Student Multiple Choice Response
(+ indicates a correct response; letters a, b, c,
or d indicate the incorrect student response;
Z indicates no response)

Summary Results, Successful:											
School	73	98	87	71	77	88	86	76	93	75	92
Board	73	95	90	80	78	90	83	77	87	79	92
Province	70	94	87	79	75	88	81	78	84	80	92

1 Target Skill: R1 = explicit; R2 = implicit; R3 = making connections; W1 = developing a main idea with sufficient support; W2 = providing evidence; W3 = using conventions (spelling, grammar, punctuation); W4 = topic development (main idea, supporting details, etc.); "Section Number" and "Item Number" as found in the 2012 "Revised Selections and Test Questions" on the EQ
5 Item Type: MC = multiple-choice; OR = open-response reading tem; SW-UC = short-writing prompt scored for use; SW-TD = short-writing prompt, scored for topic development; LW-TD = long-writing prompt, scored for topic development

** Student Response Score: 0 = blank; 1 = more than one response; OT = off-topic; I = illogical; N/A = item so

Overall Scale Score

Open Response Score

Short/Long-writing – using conventions score
Short/Long-writing – topic development score

negative is indicated by a $^{+/-}$ sign

Item Information Report (IIR) - OSSLT

Report Format:

The IIRs for OSSLT are divided into four separate reports: First-time Eligible Students - Successful, First-time Eligible Students - Unsuccessful, Previously Eligible Students - Successful, Previously Eligible Students - Unsuccessful.

What this report shows:

These reports provide a complete record of responses and scores for each question for all students who participated in the assessment. They also include each student's overall achievement level as reported on the Individual Student Report.

The “Summary Results” at the bottom of the roster show the percentage of students in the school, grouped by eligibility and outcome (successful and unsuccessful), the Board and the Province who answered each multiple-choice item correctly and the average percentage of total points students received for each open-response reading item and each short- and long-writing prompt.

The purpose of this report:

The report is designed to deepen educators' understanding about how students performed on the OSSLT. By examining variations in student performance by item, educators will see which items were challenging for students in their school or board, and which items were answered at a consistently high level. This information can help schools and boards in the school improvement planning process to focus their efforts to improve instruction and better serve the needs of all students.

[illegible]

Detailed Question Information – OSSLT

Released Items/Secure Items

- EQAO only releases publicly some of the questions used on the assessment. All questions are scored.

Target Skill

- The target skill shows the broad curriculum area that is assessed (e.g. R1 = explicit, R2 = implicit, R3 = making connections, W1 = developing a main idea, W2 = organizing information and ideas, W3 = using conventions, W4 = topic development).

Section Number

- Section number as found in the Released Selections and Test Questions on the EQAO website.

Item Number

- Question number in each section in the Released Selections and Test Questions on the EQAO website.

Item Type

- Questions are identified as follows: MC = multiple choice, OR = open response, SW-UC = short-writing prompt, scored for use of conventions, LW-UC = long-writing prompt, scored for use of conventions, SW-TD = short-writing prompt, scored for topic development, LW-TD = long-writing prompt, scored for topic development.

Highest Score Point Possible/Correct MC Response

- The correct response to each Multiple Choice question is provided.
- For Reading and Writing, the highest possible score is given.

	Released Items															
	Reading															
Target Skill ¹	R1	R1	R1	R2	R2	R2	R2	R2	R2	R2	R2	R2	R2	R2	R2	R2
Section Number ²	III	III	VI	III	III	III	III	IV	IV	IV	IV	IV	VI	VI	VI	VI
Item Number ³	2	7	1	1	4	6	8	9	1	2	3	4	3	4	5	5
Item Type ⁴	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC
Highest Score Point Possible/ Correct MC Response	c	c	b	b	c	b	b	b	c	d	a	c	a	b	a	c

	Secure Items															
	Writing								Reading							
	W3	W3	W4	W3	W4	R2	R1	R3	R2	R1	R2	R2	R2	R2	R2	R2
	Not Applicable															
	10	11	11	12	12	13	14	15	16	17	18	19	19	19	19	19
	MC	SW-UC	SW-TD	LW-UC	LW-TD	MC	MC	MC	MC	MC	MC	MC	OR	OR	OR	OR
	d	2	3	4	6	b	a	c	a	b	a	a	3	3	3	3

Scale Score¹¹

Summary Results

EQAO		Item Information Report: Student R									
School:											
Board:											
Target Skill [†]		R1	R1	R1	R2	R2	R2	R2	R2	R2	R2
Section Number [‡]		III	III	VI	III	III	III	III	III	IV	IV
Item Number [‡]		2	7	1	1	4	6	8	9	1	2
Item Type [§]		M	C	MC	MC	MC	MC	MC	MC	MC	MC
Highest Score Point Possible/ Correct MC Response		c	c	b	b	c	b	b	b	c	d
Student Name (Ontario Education Number)											
Package ID											
		</									

Using Results for School Improvement Planning

Summary Results for the School, Board, and Province

The school team should complete an analysis of the results for the Ontario Secondary School Literacy Test (OSSLT), for Successful/Unsuccessful, First-time Eligible, and Previously Eligible Students. The discussions that take place during this time will provide valuable insight into student learning. The summary results are used to determine which areas of the assessment were **challenging for students**, as well as to highlight **areas of strength**. In the highlighted examples, there were significant differences in how students in this school performed when compared to the Board and Province.

Summary Results, Successful Students^{††}

	School	73	97	93	77	70	89	86	78	83	77
	Board	73	96	90	80	76	90	83	77	87	79
	Province	70	94	87	79	75	88	81	78	84	80

To determine why students in this school had difficulty with this question, the school team may consider questions such as:

Did many students respond with the same incorrect answer?

Which target skill was this question addressing?

What was the format of the question? Did the question have multiple steps?

Is this an area that students struggled with during classroom instruction?

This analysis, in combination with other assessment information, may be used for improvement planning and targeting specific areas of need for the students who participated in the assessment. The information can be used to drive instruction in the intermediate division as well as to prepare for future OSSLT assessments.

Target Skill[†]

R1 R1 R1 R2 R2 R2 R2

a	a	a	a	+	+	c	b
a	c	+	a	c	+	+	a
+	+	+	+	+	+	+	+
+	d	d	a	c	+	+	+
+	+	a	+	+	+	c	+
+	a	a	a	+	+	d	+
+	c	a	+	+	d	c	b
+	+	a	d	a	d	c	b
+	d	+	a	a	c	+	+
b	d	+	+	+	d	+	+

1 What does paragraph 1 suggest is most important to Paul?

- a the creativity of the employee
- b the speed of the decorating process
- c the uniform appearance of the apples
- d the amount of chocolate on each apple