



EQAO Reports OSSLT

A Guide for Administrators



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Detailed School Results : First-Time Eligible Students (for internal school and Board use only)

Detailed School Results : Previously Eligible Students (for internal school and Board use only)



Detailed School Results

First-Time Eligible Students



Ontario Secondary School Literacy Test, March 2012

School: [redacted]
Board: [redacted]

EQAO is pleased to provide you with the results of the March 2012 Ontario Secondary School Literacy Test (OSSLT). This report includes results for the current year and the previous four years to help you track the progress of your student population over time. It also includes contextual and attitudinal information that can help you conduct in-depth analyses of student achievement.

By assessing all students in our education system at key stages in their education, EQAO's provincial testing program has been providing objective and reliable data that are an independent gauge of student learning. These data help provide a clearer picture of student progress and serve as a solid foundation upon which parents, policymakers and school and school-board staff can base their strategies to support students in their learning. In particular, EQAO data play a critical role in helping school teams identify areas of student strength, target areas requiring support, and plan for improvement. At the school-board level, EQAO data are used by directors of education to create annual school-board reports and by trustees to establish multi-year school-board plans.

Of course, we have to keep in mind that EQAO data are just one part of the picture. Used in conjunction with other achievement information—such as report card grades and classroom assessment results—the OSSLT data are a powerful tool that helps educators, parents and students identify achievements, challenges as well as strategies for improvement. In an increasingly knowledge-based economy, literacy is a critical foundation for success in school and life outside school. For this reason, the OSSLT is a particularly valuable measure of whether Ontario students have acquired the fundamental reading and writing skills necessary to succeed in the 21st century.

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FIRST-TIME ELIGIBLE STUDENTS, MARCH 2012: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students

What the reports show:

- Percentages of students who were successful
- Percentages of students who were not successful
- Percentages of students who were absent and deferred
- Percentages of students who completed the literacy requirement through the OSSLC (Previously Eligible Students report only)
- Breakdown for sub groups of students (participating students, gender, English Language Learners, Special Education Needs)
- Contextual Information over time
- Results of all students over time by gender
- Student questionnaire results

The Public report contains some of this information, but suppresses data for small groups of students.

How to use the report:

- ✓ Examine the contextual information.
- ✓ How do the school results compare to the board results? The provincial results?
- ✓ Are there any changes, trends or inconsistencies in the school results over time?
- ✓ How do the school results compare for female and male students?
- ✓ Try to account for any trends, patterns or inconsistencies.
- ✓ Have there been any new initiatives or any changes in programs or resources at the school?
- ✓ How well is the range of students' needs being addressed in the school (e.g., students with Special Education needs, English Language Learners)?
- ✓ Consider how these results are being addressed and communicated.
- ✓ What are the school's goals for improvement?



Detailed School Results

Previously Eligible Students



Ontario Secondary School Literacy Test, March 2012

School: [redacted]
Board: [redacted]

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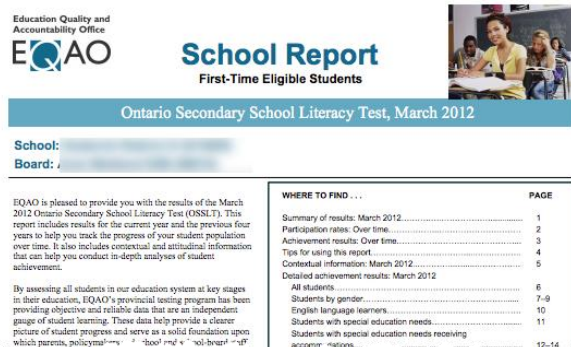
PREVIOUSLY ELIGIBLE STUDENTS, MARCH 2012: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students

Percentage of Fully

Public Report : First-Time Eligible Students (for Public release)

Public Report : Previously Eligible Students (for Public release)



What the report shows:

- Percentages of students who were successful
- Percentages of students who were not successful
- Percentages of students who were absent and deferred
- Percentages of students who completed the literacy requirement through the OSSLC (Previously Eligible Students report only)
- Breakdown for sub groups of students (participating students, gender, English Language Learners, Special Education Needs, level of study)
- Contextual Information over time (First-Time Eligible Students only)
- Results of all students over time by gender
- Student questionnaire results

How to use the report:

Who should the EQAO Public Report be shared with:

- ✓ Students, parents, school staff, trustees, school councils, community members and board leaders.

How to share results with the community

- ✓ Inform the community of the board's mission and vision statements
- ✓ Review results in light of previous school or board improvement plans
- ✓ Share information and results with the community and within the system
- ✓ Set a context and invite conversation about analysis, interpretation and next steps.

Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

School Results by Gender*

	School Results by Gender First-Time Eligible Students			
	All		Fully Participating	
	Female # = 41	Male # = 66	Female # = 37	Male # = 62
Successful	29 71%	43 65%	28 76%	41 66%
Not Successful	8 20%	19 29%	9 24%	21 34%
Fully Participating	37 90%	62 94%		
Absent	1 2%	1 2%		
Deferred	3 7%	3 5%		

School Results for All First-Time Eligible Students by Gender

#

Profile of Strengths and Areas of Improvement : FTE (for internal school and Board use only)



Ontario Secondary School Literacy Test, March 2012 Profile of Strengths and Areas for Improvement

This report is designed to assist educators in

- identifying areas that were challenging for students and areas in which students performed consistently well;
- identifying patterns in school and board performance for the purpose of improving instruction and better serving all students' needs and
- sharing a deeper understanding of results with students, parents and community members.

This report provides a graphic summary of student performance on the literacy skills assessed by the OSSLT. It can be used to identify strengths and weaknesses in the reading and writing skills that students are expected to develop by the end of Grade 9 across all subjects as outlined in *The Ontario Curriculum*.

A horizontal bar graph indicates the percentage of fully participating first-time eligible students who demonstrated success in each skill for the school, board and province. The provincial success rate for all skills is the same and has been set at the overall success rate on the test. This alignment allows comparisons to be made across the five skills and among years.

To get an understanding of what is measured for each skill, please refer to the OSSLT Framework and the 2012 "Released Selections and Test Questions" on the EQAO Web site. For an explanation of how the percentages are calculated, see the "Profile Report Technical Paper."

How to Interpret and Use the Profile Report

- Identify the reading and writing skills that students in your school or board were able to demonstrate successfully.*
- Identify the reading and writing skills that

strategies, content coverage, school focus, new learning resources).

- Similarly discuss with staff what percentage would suggest an area in need of improvement in your students. Identify factors that might have contributed to the need for improvement in specific skills (e.g., lack of direct teaching, poor student attendance).

- Consider the performance of your students in relation to that of students in demographically similar schools.

- Remember that since some skills are assessed by a small number of items on the test, these results are only one indication of student success in any particular skill. Consider other sources of classroom information and assessments to corroborate the areas of strength and weakness identified. Consider whether these observations are consistent with results over time and therefore indicative of patterns of performance in your school or board.

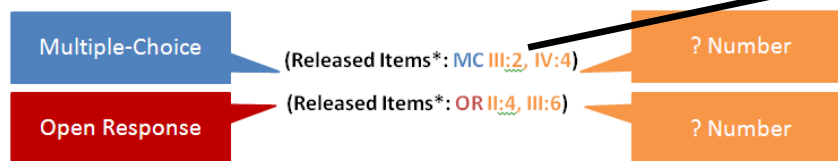
- Use the results in the Profile Report in conjunction with information from other sources when developing your school or board literacy action plans.

What the report shows:

- areas that were challenging for students
- areas where students performed consistently well
- breakdown by expectation, strand and skill for literacy
- comparison of school to board and province

How to use the report:

- ✓ Identify areas of strengths and weaknesses in reading and writing
- ✓ Identify your school's urgent learning need (e.g. Reading).
- ✓ Compare results to previous years to look for a pattern or trend.
- ✓ Select a learning focus by curriculum (e.g. Reading 1.0 - Reading for Meaning).
- ✓ Select a learning focus by skill (e.g. Reading - Implicit).
- ✓ Align the multiple choice and open response questions given in the Profile (from the identified focus) with the questions in the Student Assessment Booklets and Scoring Guides.



*Secure Items may also be listed

- ✓ To address the urgent learning need, encourage teachers to embed test questions and examples of student answers into instruction.



Ontario Secondary School Literacy Test, March 2012 Profile of Strengths and Areas for Improvement First-Time Eligible Students* N = 99

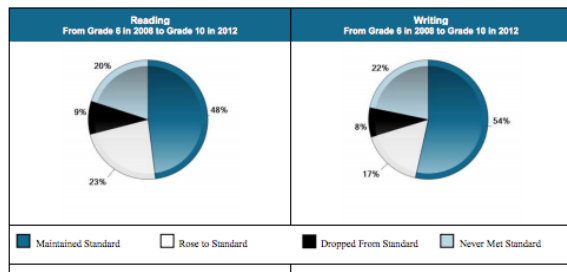
LITERACY SKILL (as identified in The Ontario Curriculum to the end of Grade 9)	Percentage of Students Demonstrating Success in Each Skill
Reading	
<ul style="list-style-type: none"> Understanding explicitly stated information and ideas [R1] Released items: MC III:2, III:7, VI:1 ¹ Secure items: MC 2, 3, 14, 17	S ¹ 81% B 83% P 82% 0% 100%
<ul style="list-style-type: none"> Understanding implicitly stated information and ideas (making inferences) [R2] Released items: MC III:1, III:4, III:6, III:8, III:9, IV:1, IV:2, IV:3, IV:4, VI:3, VI:4, VI:5, VI:6; OR IV:6 Secure items: MC 1, 5, 13, 16, 18; OR 19	S 75% B 80% P 82% 0% 100%
<ul style="list-style-type: none"> Making connections between information and ideas in a reading selection and personal knowledge and experience [R3] Released items: MC III:3, III:5, IV:5, VI:2; OR IV:7 Secure items: MC 4, 15; OR 6	S 73% B 79% P 82% 0% 100%
Writing	
<ul style="list-style-type: none"> Developing a main idea with sufficient supporting details [W1] Released items: MC II:1; Secure items: MC 7	S 72% B 79% P 80% 0% 100%
<ul style="list-style-type: none"> Organizing information and ideas in a clear, understandable sequence [W2] 	

Tracking a Cohort's Achievement FTE : Four Achievement Pathways (for Public release)

Education Quality and Accountability Office
EQAO Tracking Student Achievement in Relation to the Provincial Standard
Junior Division (Grade 6) in 2007–2008 to OSSLT in 2012

School: [REDACTED]
School: [REDACTED]

EQAO tracked the progress of students who wrote the junior-division assessment in 2008, when they were in Grade 6, and the OSSLT in 2012, when they were in Grade 10. The pie charts below show how students performed on the 2012 test compared to their Grade 6 assessment results in 2008. The percentages are based on the number of tracked students in the cohort who participated in the OSSLT and for whom EQAO has Grade 6 results (including those who participated, those who were exempted and those who provided no work to be scored in Grade 6).



What the report shows:

Note: results for schools with fewer than 15 students in the cohort may be suppressed and appear as 'NR'

- Results of students who wrote the assessment in grade 10, compared to the junior-division assessment when they were in Grade 6

How to use the report:

- ✓ Consider the percentage of students who maintains, rose to, or dropped from standard. How can you explain the direction of results?
- ✓ What actions can be taken to improve the outcomes for students who come into your school in the future?

The reading results for the 242* students in the cohort are as follows:

- 62% (149) met the provincial standard in Grade 6 and were successful on the OSSLT;
- 20% (48) did not meet the standard in Grade 6 but were successful on the OSSLT;
- 5% (13) met the standard in Grade 6 but were not successful on the OSSLT and
- 13% (32) did not meet the standard in Grade 6 and were not successful on the OSSLT.

Tracking a Cohort's Achievement FTE : By Grade 6 Achievement (for internal school and Board use only)



Tracking a Cohort's Achievement on EQAO Assessments Junior Division (Grade 6) in 2007–2008 to OSSLT in 2011–2012

School:
Board:

This report is designed to provide information on changes in the EQAO assessment results of a cohort of students as they moved from Grade 6 to Grade 10. It presents the results for the cohort of first-time eligible students who wrote the OSSLT in 2011–2012 and the junior assessment in 2007–2008 and for whom EQAO has results for both assessments.

Graphs

The graphs track the results for the following three groups of participating students in the cohort:

1. Students who achieved Level 1 in 2007–2008 on the junior assessment
2. Students who achieved Level 2 in 2007–2008 on the junior assessment

Detailed Tables

A table of detailed results is provided for reading and writing to show how students in each reporting category in Grade 6 performed when they wrote the OSSLT. In these tables, the results from the 2007–2008 junior assessment are presented in the rows for all reporting categories (Level 4, Level 3, Level 2, Level 1, NE1, No Data and Exempt). The 2011–2012 OSSLT results are in the columns (Successful, Not Successful, Absent, Deferred). The results

What the resource shows:

- EQAO tracked the progress of students who wrote the junior-division assessment, and the OSSLT
- The percentages are based on all tracked students in the cohort, including those who were successful, those who were not successful, and those who were absent or deferred
- A table of detailed results is provided for each course to show how students in each reporting category in Grade 6 performed when they wrote the assessment in Grade 10

How to use this resource:

- ✓ Consider the percentage of students who maintains, rose to, or dropped from standard. How can you explain the direction of results?
- ✓ What actions can be taken to improve the outcomes for students who come into your school in the future?

Detailed Results 2012 OSSLT Outcome by Grade 6 Reading Result

Number of eligible OSSLT students in 2011–2012: School 107, Board 1 343, Province 147 306
Eligible students with data for both 2007–2008 and 2011–2012*: 100 (93%), 1 259 (94%), 129 700 (88%)

		OSSLT Outcome for First-Time Eligible Students in March 2012				
		Number of Students in 2007-2008	Successful %	Not Successful %	Absent %	Deferred %
Component of Junior Assessment	School	10	100%	0%	0%	0%
	Level 4 Board	108	98%	1%	1%	0%
	Province	9 811	98%	<1%	1%	1%
	School	46	76%	17%	4%	2%
	Level 3 Board	772	89%	7%	1%	3%
	Province	77 857	91%	6%	1%	1%
	School	38	55%	39%	0%	5%
	Level 2 Board	306	50%	42%	2%	6%
	Province	31 136	60%	33%	2%	4%

Results for Groups of Students : FTE (for internal school and Board use only)

Education Quality and Accountability Office
EQAO
Ontario Secondary School Literacy Test, March 2012
Results for Subgroups* of All First-Time Eligible Students—Successful Students

School:
Board: /

First-Time Eligible Students

	School					
	Eligible Students			Fully Participating Students		
	#	% Successful	#	%	% Successful	
All Students	107	67%	99	93%	73%	
Regular Program Students	85	74%	83	98%	76%	
English Language Learners	0	N/D	0	N/D	N/D	
English Language Learners Only	0	N/D	0	N/D	N/D	
Students with Special Education Needs	18	28%	12	67%	42%	
Students with Special Education Needs Only	18	28%	12	67%	42%	
Students Identified as Gifted	4	100%	4	100%	100%	

What the report shows:

Results for subgroups of students:

- All students
- Regular Program Students
- English Language Learners
- English Language Learners Only
- Students with Special Education Needs
- Students with Special Education Needs Only
- Students identified as Gifted

How to use the report:

- ✓ Are there any differences in results for all students and subgroups of students (e.g., English language learners, students with special needs)?
- ✓ Can you identify groups of students requiring special attention, intervention or follow-up?
- ✓ Are these results consistent with other information you have about these students? Consider other sources of achievement information such as classroom assessments, student portfolios, and report cards.

Education Quality and Accountability Office
EQAO

Ontario Secondary School Literacy Test, March 2012
Results for Subgroups of All First-Time Eligible Students—Successful Students

EXPLANATION OF TERMS

Eligible Students

This means students in the cohort (typically having entered Grade 9 during the 2010–2011 school year) working toward an Ontario Secondary School Diploma (OSSD).

Successful Students

This means eligible students who received a score that met the expected standard.

Fully Participating Students

This means students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful or not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.

Successful, Fully Participating Students

This means fully participating students who received a score that met the expected standard.

Regular Program Students

"Regular program students" excludes those students identified as English language learners, students with special education needs and gifted students.

Summary of Results and Strategies for Teachers (Resource)



Summary of Results and Strategies for Teachers, 2011–2012

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT), 2011–2012
First-Time Eligible English-Language Students

Results for First-Time Eligible Students over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Mar. 2008 N = 105 101	Apr. 2009 N = 102 620	Apr. 2010 N = 103 490	Mar. 2011 N = 103 635	Mar. 2012 N = 147 300	Mar. 2008 N = 140 603	Apr. 2009 N = 142 389	Apr. 2010 N = 142 905	Mar. 2011 N = 142 245	Mar. 2012 N = 137 002
SUCCESSFUL	78%	79%	78%	77%	77%	84%	85%	84%	83%	82%
NOT SUCCESSFUL	15%	14%	15%	16%	16%	16%	15%	16%	17%	18%
OVERALL PARTICIPATION RATE	83%	83%	83%	83%	83%					
ABSENT	3%	2%	2%	2%	2%					
DEFERRED	4%	4%	5%	5%	5%					

Success Rates on the OSSLT over Five Years
for First-Time Eligible Students

Observations

What the resource shows:

- Observations and strategies for improvement by skill
- List of Resources for Reading and Writing

How to use this resource:

The provided observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their knowledge and skills in reading and writing. The suggestions are based on an analysis of students' performance on the current year's OSSLT, as well as on those of the previous four school years, and on feedback from teachers who scored the current assessment.

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT BY SKILL: WRITING

Through a combination of multiple-choice questions, two short-writing tasks and two long-writing tasks (a news report and a series of paragraphs expressing an opinion), the OSSLT focuses on three writing skills:

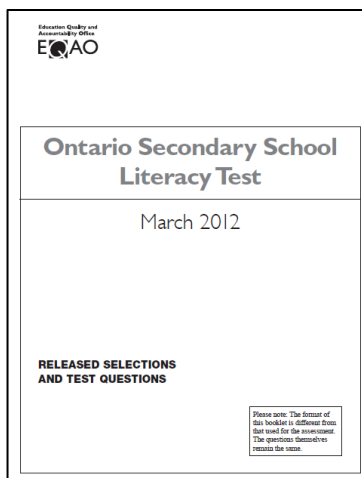
Writing Skill 1: developing a main idea with sufficient supporting details

Writing Skill 2: organizing information and ideas in a coherent manner

Writing Skill 3: using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

	Observations	Strategies for Improvement
Writing	First-time eligible students were most successful on the multiple-choice writing questions related to content development, and least successful on questions related to organization. Performance in all three writing skills has been irregular over time (2008–2012).	<p>Writing skills</p> <p>To increase writing fluency and help students develop content, regularly link their reading to short writing responses (e.g., before reading, have students briefly write what they already know about a subject; during and after reading use activities such as stop-think-write, exit cards and one-minute summaries).</p> <p>Teach writing skills across the curriculum, using, among other resources, the <i>Think Literacy</i> subject-specific supports. Use components of the writing process to help students build writing fluency and proficiency. Model how to brainstorm words and generate ideas related to a topic before writing, as research suggests that using this strategy can help increase content. Model how to select relevant</p>

Student Assessment Booklets and Scoring Guides (Tests Questions and Examples of Student Answers)



What the resource shows:

- Released assessment questions
- Scoring guides containing examples of student work for each score code
- Multiple choice answer keys to indicate the correct answers to multiple choice questions

How to use this resource:

- ✓ Embed selections and questions into instruction
- ✓ Include standardized test questions and the specific language that was used in the test throughout the year
- ✓ Share the exemplars with students so students can see how to improve their responses
- ✓ Refer to the selections and questions as you consult other reports and resources

Scoring Guide for Long Writing Conventions Section I Opinion Question 1

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