



EQAO Reports Primary/Junior

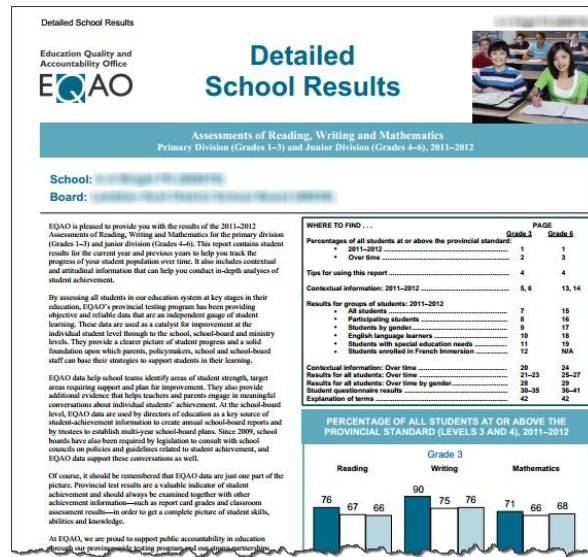
A Guide for Administrators



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Detailed School Results (for internal school and Board use only)



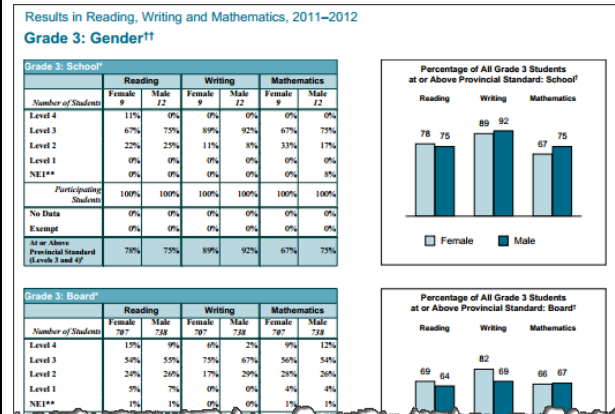
What the report shows:

- Percentages of all students at or above the provincial standard
- Percentages of all students at or above the provincial standard over time
- Contextual information
- Breakdown for sub groups of students (participating students, gender, English Language Learners, Special Education Needs, French Immersion)
- Contextual Information over time
- Results of all students over time by gender
- Student questionnaire results

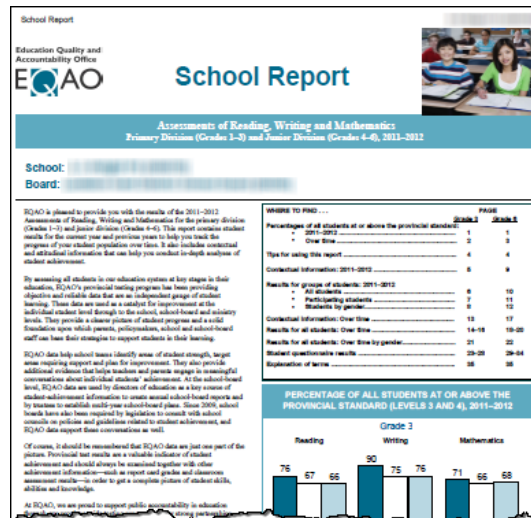
The Public report contains some of this information, but suppresses data for small groups of students as well as for some sub groups (e.g. ELL, Special Education)

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?



Public Report (for public release)



What the report shows:

- Percentages of all students at or above the provincial standard
- Percentages of all students at or above the provincial standard over time
- Contextual information
- Breakdown for sub groups of students (participating students, gender)
- Contextual Information over time
- Results of all students over time by gender
- Student questionnaire results

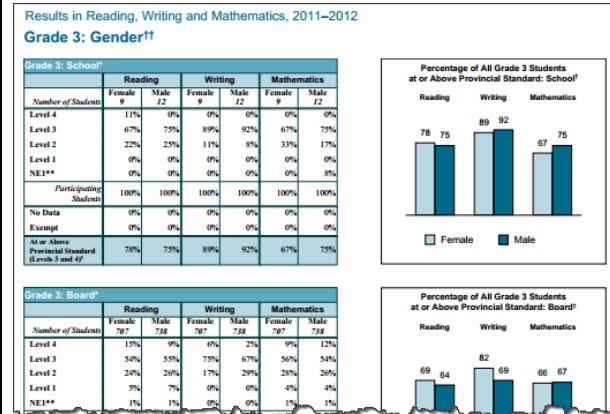
How to use the report:

Who should the EQAO Public Report be shared with:

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

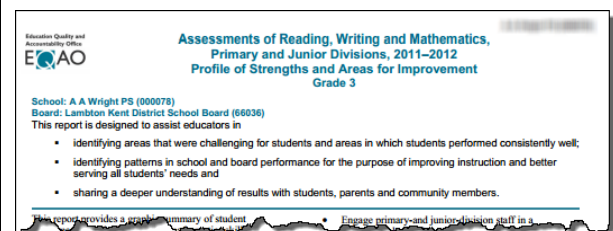
How to share results with the community

- ✓ 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.
- ✓



Profile of Strengths and Areas of Improvement Primary Division (for internal school and Board use only)

Profile of Strengths and Areas of Improvement Junior Division (for internal school and Board use only)

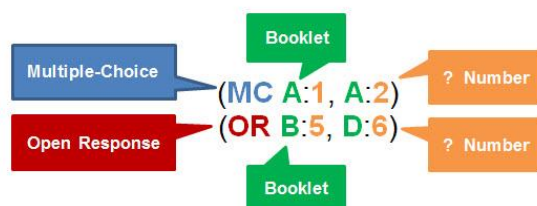


What the report shows:

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

How to use the report:

- ✓ Identify areas of strengths and weaknesses in reading, writing and mathematics.
- ✓ 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.



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

SKILL OR OVERALL EXPECTATION	Percentage of Students Demonstrating Strength in Each Skill or Expectation						
By Skill							
<ul style="list-style-type: none"> Understanding explicitly stated information and ideas (MC A:7, B:2, C:3) (OR B:6) 	Results not available, due to the small number of items.						
<ul style="list-style-type: none"> Understanding implicitly stated information and ideas (making inferences) (MC A:1, A:2, A:9, A:10, B:1, C:4, C:5, C:7, C:8, C:10, D:1, D:2, D:3, D:4) (OR A:11, C:11) 	<table> <tr> <td>SP</td> <td>71%</td> </tr> <tr> <td>B</td> <td>65%</td> </tr> <tr> <td>P</td> <td>68%</td> </tr> </table>	SP	71%	B	65%	P	68%
SP	71%						
B	65%						
P	68%						
<ul style="list-style-type: none"> Making connections between information and ideas in a reading selection and the reader's personal knowledge and experience (MC A:3, A:4, A:8, B:3, B:4, C:1, C:2, C:6, C:9) (OR A:5, A:6, A:12, B:5, C:12, D:5, D:6) 	<table> <tr> <td>S</td> <td>90%</td> </tr> <tr> <td>B</td> <td>70%</td> </tr> <tr> <td>P</td> <td>68%</td> </tr> </table>	S	90%	B	70%	P	68%
S	90%						
B	70%						
P	68%						
By Overall Expectation (as identified in <i>The Ontario Curriculum, Grades 1-8</i>)							
Reading for Meaning <ul style="list-style-type: none"> Read and demonstrate an understanding of a variety of literary, graphic, and 	<table> <tr> <td>S</td> <td>76%</td> </tr> </table>	S	76%				
S	76%						

Student Questionnaire Results, Primary Division (for internal school and Board use only)

Student Questionnaire Results, Junior Division (for internal school and Board use only)

Education Quality and Accountability Office
EQAO Assessment of Reading, Writing and Mathematics,
Junior Division (Grades 4–6), 2011–2012

Student Questionnaire—Grade 6: All Students
School Results

School: A A Wright PS (000078)
Board: Lambton Kent District School Board (66036)

Number of Respondents	School ^a 23		Board ^a 1 458		Province ^a 125 010	
	#	% ^b	#	% ^b	#	% ^b
1. How do you feel about mathematics?						
a. I like mathematics.						
Never	0	0%	96	7%	7 681	6%
Sometimes	15	65%	809	55%	60 989	49%
Most of the time	8	35%	539	37%	54 851	44%
No response/ambiguous response	0	0%	14	1%	1 489	1%
b. I am good at mathematics.						
Never	0	0%	49	3%	2 843	2%
Sometimes	10	43%	752	52%	58 798	47%
Most of the time	13	57%	639	44%	61 567	49%
No response/ambiguous response	0	0%	18	1%	1 802	1%
c. I am able to answer difficult mathematics questions.						
Never	0	0%	153	10%	9 676	8%
Sometimes	15	65%	909	62%	76 529	61%
Most of the time	8	35%	375	26%	36 547	29%
No response/ambiguous response	0	0%	21	1%	2 258	2%

What the report shows:

- Student characteristics (age, language spoken)
- Attitudes toward reading, writing and mathematics
- Perception of performance in reading, writing and mathematics
- Use of technology at school
- Home support

How to use the report:

Note: Because the questionnaires alternate between a focus on mathematics and literacy from one year to the next, you will need to look at results over two years.

- ✓ Examine the results for each factor.
- ✓ Are there any differences in responses of students in grade 3 and grade 6?
- ✓ Are there any differences in responses of male and female students?
- ✓ Is there a pattern of positive or negative perceptions?
- ✓ How do your school results compare to those of the board and province?
- ✓ How might student achievement, improvement planning and school programs be affected by student perceptions?
- ✓ Discuss student results for specific questions with the teachers in your school (e.g. use of a calculator, I check my work for mistakes).

Student Questionnaire—Grade 3: By Gender

Number of Respondents	School ^a 21		Board ^a 1 410		Province ^a 122 104	
	Female 9	Male 12	Female 692	Male 718	Female 59 991	Male 62 113
2. How often do you do the following when you are working on a mathematics problem?						
a. I read over the whole problem first to make sure I know what I am supposed to do.						
Never	0%	0%	1%	3%	1%	2%
Sometimes	11%	17%	20%	29%	22%	31%
Most of the time	89%	83%	77%	68%	76%	66%
No response/ambiguous response	0%	0%	1%	1%	1%	1%
b. I ask for help if I do not understand the problem.						
Never	0%	25%	2%	7%	2%	6%
Sometimes	56%	33%	42%	47%	47%	52%

Teacher Questionnaire Results (for internal school and Board use only)

Education Quality and Accountability Office
EQAO Assessment of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

Teacher Questionnaire (Grade 3, Grade 6 and K–8)*
School Results

School: *St. Michael's School (2011-2012)*
Board: *St. Michael's School Board (2011-2012)*

Your School

Number of Respondents	School ¹	
	#	% ²
1. How often did you meet with other staff members at your school for the following reasons this year? Consider both formal and informal meetings.		
a. To discuss general school issues		
Never or hardly ever	2	33%
A few times	2	33%
Once a month	1	17%
Once every 2 weeks	0	0%
At least once a week	1	17%
No response/ambiguous response	0	0%
b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes		
Never or hardly ever	0	0%

What the report shows:

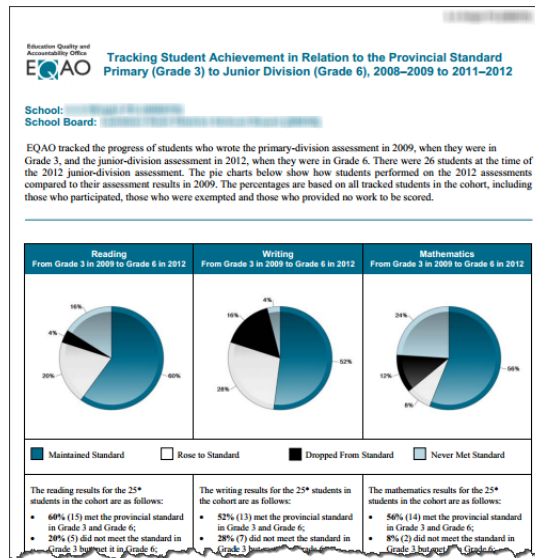
- Classroom characteristics
- Access to resources
- Use of resources for teaching and assessing reading, writing and mathematics
- Teacher collaboration
- Use of EQAO data and resources
- Teacher information (background, experience, qualifications, professional development)

How to use the report:

- ✓ Are there any similarities, differences, consistencies or inconsistencies in the perceptions of students and teachers about the learning environment in the school?
- ✓ As a principal, what are your perceptions of the learning environment in the school relative to those of the teachers in your school?

3. To what extent do you agree or disagree with the following statements about your school?		
a. Students take pride in this school.		
Strongly disagree or disagree	0	0%
Neither agree nor disagree	0	0%
Agree or strongly agree	7	88%
No response/ambiguous response	1	12%
b. Teachers take pride in this school.		
Strongly disagree or disagree	0	0%
Neither agree nor disagree	0	0%
Agree or strongly agree	7	88%
No response/ambiguous response	1	12%
c. There is strong school spirit in this school.		
Strongly disagree or disagree	0	0%
Neither agree nor disagree	0	0%
Agree or strongly agree	7	88%

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



What the report shows:

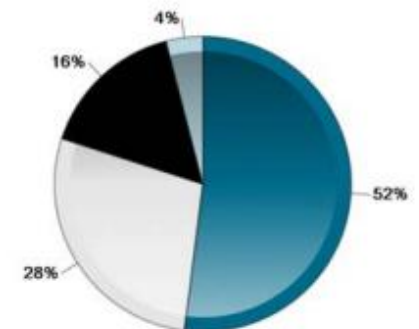
Note: results for schools with fewer than 15 students in the cohort may be suppressed and appear as 'NR'

- Results of students who wrote the primary-division assessment when they were in Grade 3, compared to the junior-division assessment when they were in Grade 6

How to use the report:

- ✓ Consider the reports for students who were in any school in Grade 3 and in your school in Grade 6. Did the overall results improve, remain the same, or decline? 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?

Writing From Grade 3 in 2009 to Grade 6 in 2012



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

Education Quality and Accountability Office
EQAO
Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012
Results for Groups of Students* at or Above the Provincial Standard (Level 3 and Above)

School: [REDACTED]
Board: [REDACTED]

Grade 3 Reading

	School		Board		Province	
	#	%	#	%	#	%
All Students	21	76%	1 445	67%	121 727	66%
Regular Program Students	16	88%	926	77%	80 195	75%
English Language Learners	0	N/D	14	29%	12 991	55%
English Language Learners Only	0	N/D	12	33%	11 964	58%
Students with Special Education Needs	5	40%	365	36%	20 482	31%
Students with Special Education Needs Only	5	40%	363	36%	19 455	32%
Students Identified as Gifted	0	N/D	0	N/D	269	97%
French Immersion—All Students (Writing in English)	0	N/D	169	74%	10 429	78%

Grade 3 Writing

	School		Board		Province	
	#	%	#	%	#	%
All Students	21	90%	1 445	75%	121 727	76%
Regular Program Students	16	94%	926	78%	80 195	81%

What the report shows:

Results for subgroups of students for reading, writing, and mathematics by division for:

- 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
- French Immersion - All students (Writing in English)

How to use the report:

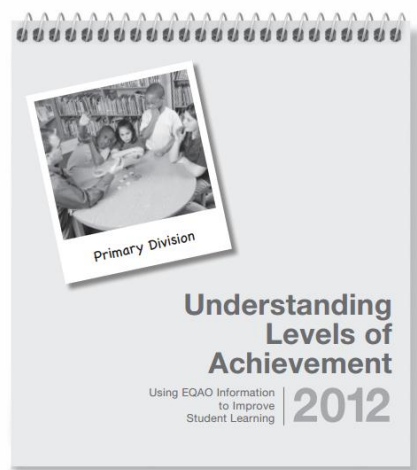
- ✓ Are there any differences in results for all students and subgroups of students (e.g., English language learners, students with special needs)?
- ✓ Can you identify groups of students requiring special attention, intervention or follow-up?
- ✓ Are these results consistent with other information you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

Grade 3 Mathematics

	School		Board		Province	
	#	%	#	%	#	%
All Students	21	71%	1 445	66%	126 439	68%
Regular Program Students	16	88%	926	76%	80 207	76%
English Language Learners	0	N/D	14	57%	13 101	61%
English Language Learners Only	0	N/D	12	67%	12 069	64%
Students with Special Education Needs	5	20%	365	39%	20 685	34%
Students with Special Education Needs Only	5	20%	363	39%	19 653	35%
Students Identified as Gifted	0	N/D	0	N/D	282	96%
French Immersion—All Students (Writing in English or French)	0	N/D	169	69%	15 116	78%
French Immersion—Students Writing in English	0	N/D	0	N/D	5 114	78%
French Immersion—Students Writing in French	0	N/D	169	69%	10 002	77%

Understanding Levels of Achievement: Using EQAO Information to Improve Student Learning (Primary/Junior Division Resource)

Education Quality and
Accountability Office
EQAO



What the resource shows:

- Links between student work on the EQAO Assessments of Reading, Writing, and Mathematics, Primary and Junior Divisions and classroom instruction and assessment
- Descriptions of what an EQAO level designation means in terms of a student's performance on the assessments
- Identifies specific strategies that can be used to improve student performance

How to use this resource:

- ✓ Examine a body of student work in reading, writing, or mathematics from a variety of sources.
- ✓ Engage in professional dialogue about the scales and student work to find patterns and trends in student performance, and possible next steps.
- ✓ Have students apply the scales, with teacher guidance and independently, to samples of their own and others' work.
- ✓ Partner with other teachers in the same grade or division to assess samples of student work.
- ✓ Identify characteristics in the scales that support success criteria developed for classroom assessment.

LEVEL 3

Responds purposefully to the task with an awareness of the reader, using relevant ideas and appropriate conventions

You may see *some or all* of these characteristics in a student's performance at this level

Responses to Tasks

- understands the task and writes in the form required by it
- demonstrates awareness of the audience and the purpose for writing

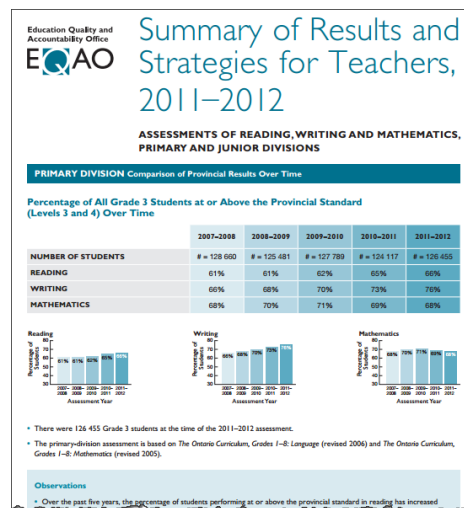
Ideas/Organization

- writes with a plan and a purpose
- clearly expresses ideas and opinions
- often supports ideas with facts, details and relevant personal experiences
- uses transition words
- begins to convey messages through a personal style (e.g., images, humour)

Conventions (spelling, punctuation, grammar, usage)

- applies conventional spelling, punctuation and grammar
- uses various sentence structures
- uses a variety of vocabulary, phrases, adjectives and adverbs
- includes text and print features (e.g., words in capital letters, indents, boldface) for effect

Summary of Results and Strategies for Teachers (Resource)



What the resource shows:

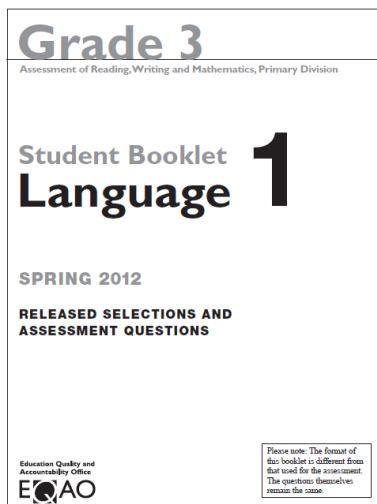
- Observations and strategies for improvement by division for each subject area
- List of Resources for Reading and Writing
- List of Resources for Mathematics

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, writing, and mathematics. The suggestions are based on an analysis of students' performance on the current year's Assessment of Reading, Writing, and Mathematics, as well as on those of the previous four school years, and on feedback from teachers who scored the current assessment.

JUNIOR DIVISION: WRITING	
Observations	Strategies for Improvement
<p>Students performed better on multiple-choice writing questions measuring Overall Writing Skills 1 (develop a main idea with sufficient supporting details) and 2 (organize information and ideas in a coherent manner) than on those measuring Overall Writing Skill 3 (use conventions—spelling, grammar, punctuation—in a manner that does not distract from clear communication).</p> <p>The number of students scoring Codes 30 and 40 for topic development on all short- and long-writing tasks has decreased steadily since 2007.</p> <p>This year, students' overall performance with respect to topic development was better on the short-writing than on the long-writing task.</p> <p>Students continue to perform better on conventions than on topic development for all writing tasks.</p>	<p>Writing Skills and Expectations</p> <p>Use components of the writing process to help students build skills. Model how to brainstorm words and generate ideas related to a topic before writing. Model how to select relevant supporting details, add content by selecting sufficient details, and organize and present information in complete sentences during writing. Model how to revise and proofread before submitting work.</p> <p>Use a writer's workshop approach to provide whole-class direct-teaching of a specific topic, guided writing lessons and independent writing time during which students either write on their own or with support, or participate in peer or teacher-student conferencing.</p> <p>Extend opportunities for non-fiction writing in all subject areas. Introduce students to commonly used non-fiction forms (e.g., recounts, reports, procedures, persuasive texts) and have them identify their elements (e.g., a report might include headline and</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
- ✓ As indicated earlier, refer to the selections and questions as you consult other reports and resources

