



# GRADE 9 ASSESSMENT OF MATHEMATICS

Individual Student Report, 2017

## EXAMPLE, STUDENT

Ontario Education Number: **123-456-789**  
 School: **Example School (000000)**  
 School Board: **Example Board**  
 Course Information: **Academic I Full year**  
 Accommodations: The school requested no accommodations for the student for the assessment.

## RESULT

The result is one indication of how well the student is learning some of the knowledge and skills in the Grade 9 mathematics curriculum. To learn more about the *Ontario Curriculum* expectations, go to [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

|  | ACHIEVEMENT LEVELS  |   |   |  |   |
|--|---|---|---|--|---|
|  | <b>Below Level 1</b><br>Insufficient evidence of achievement of curriculum expectations | <b>Level 1</b><br>Much below the provincial standard (50–59%) | <b>Level 2</b><br>Approaches the provincial standard (60–69%) | <b>Level 3</b><br>Meets the provincial standard (70–79%) | <b>Level 4</b><br>Surpasses the provincial standard (80–100%) |
| The student attempted <b>31 of 31</b> questions. |   |   |   | ■  |   |

## Understanding the RESULT

Each level represents a range of achievement. The position of the ■ symbol shows where, within the range, the student's result is located (from low to high). The shaded line extending from the symbol shows the range of results the student likely would have received if he or she had taken this test or an equivalent test many times. At the school's or school board's discretion, teachers may mark some or all of this test, and it may count as part of the student's final grade.

### To achieve Level 3, the provincial standard, students are expected to

- demonstrate knowledge of subject-specific content and understanding of mathematical concepts in *The Ontario Curriculum*.
- select the appropriate "tool" or get the necessary information and apply it effectively to solve problems.
- select and sequence a variety of "tools" to solve problems and demonstrate a critical-thinking process.

## Previous EQAO Results

|   |   |
|---|---|
| Junior-Division Assessment (Grade 6, 2014)  | <b>Mathematics Level 3 (meets the provincial standard)</b>      |
| Primary-Division Assessment (Grade 3, 2011) | <b>Mathematics Level 2 (approaches the provincial standard)</b> |

## Next STEPS

Next steps might include talking to a teacher to

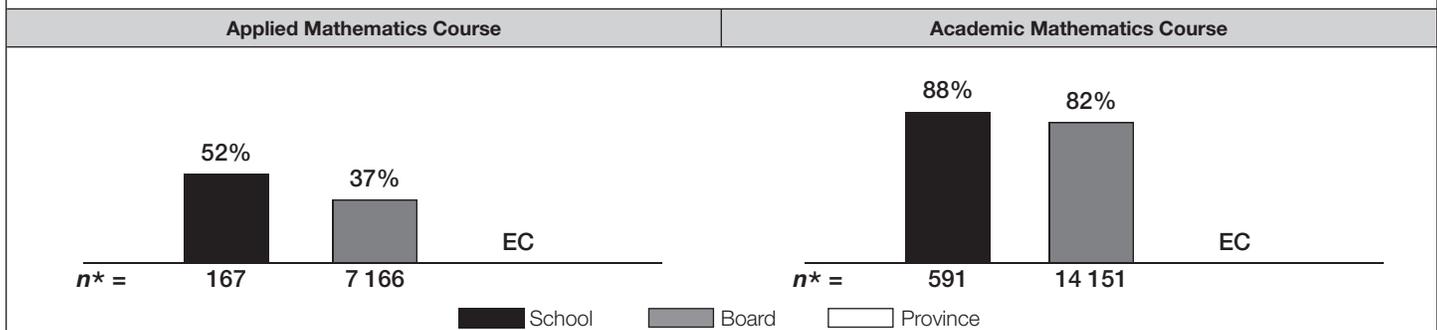
- get more detailed information about how the student did on the Grade 9 assessment.
- help the student understand how the assessment results connect to his or her daily classroom work, projects and tests.
- learn how the student can improve his or her mathematics skills.

## School report for **Example School (00000)**

EQAO reports results in relation to the provincial standard (Level 3). Although each year's test is made up of a new set of questions, Ontario's provincial standard (Level 3) remains the same. The standard is related to the curriculum expectations for the mathematics program and is the same one that teachers use in the classroom when preparing activities and assessing students' progress. The information in this report should be considered together with information from classroom-based assessments. Full school, school-board and provincial reports on the results and information about the EQAO assessments are available at [www.eqao.com](http://www.eqao.com).

### Combined Results for Three Years (2015–2017):

Percentage of All Grade 9 Students in the School, Board and Province at or Above the Provincial Standard



### Percentage of Grade 9 Students in the School in Each Reporting Category, 2017

| Applied Mathematics Course<br>52 |         |         |         |         | Academic Mathematics Course<br>206 |         |         |         |         |
|----------------------------------|---------|---------|---------|---------|------------------------------------|---------|---------|---------|---------|
| Other                            | Level 1 | Level 2 | Level 3 | Level 4 | Other                              | Level 1 | Level 2 | Level 3 | Level 4 |
| 4%                               | 10%     | 50%     | 35%     | 2%      | 0%                                 | 2%      | 11%     | 74%     | 13%     |

The percentages are based on the number of students in the grade. Percentages may not add up to 100%, due to rounding. "Other" includes the categories Below Level 1 and No Data.

### 2017 Questionnaire Items

Percentage of Students Responding "Agree" or "Strongly Agree"

|  | Applied Mathematics Course |                |                    | Academic Mathematics Course |                |                    |
|--|----------------------------|----------------|--------------------|-----------------------------|----------------|--------------------|
|  | School<br>52               | Board<br>2 049 | Province<br>30 066 | School<br>204               | Board<br>4 417 | Province<br>89 743 |
| I like mathematics.  | 50%                        | 38%            | 36%                | 64%                         | 58%            | 58%                |
| I am good at mathematics.                                    | 46%                        | 33%            | 35%                | 62%                         | 56%            | 56%                |
| The mathematics I learn now is useful for everyday life.     | 48%                        | 46%            | 34%                | 41%                         | 41%            | 33%                |
| I need to do well in mathematics to study what I want later. | 62%                        | 61%            | 50%                | 70%                         | 70%            | 64%                |

Positive responses to the above items from the Student Questionnaire are related to higher levels of achievement.

EC: Due to exceptional circumstances, data are unavailable to report combined results.

EQAO conducts province-wide assessments at the primary, junior and secondary levels to measure student achievement in relation to curriculum expectations. The data are widely used as a tool to guide improvements in education at the individual, school, board and provincial levels. For additional information and resources, visit [www.eqao.com](http://www.eqao.com).