

Contextual Information

DEMOGRAPHIC INFORMATION AND PARTICIPATION RATES

Demographic information, participation rates and questionnaire results provide a context for interpreting the province-wide results over time.

Demographic Information and Participation Rates Over Time, Primary Division

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
All Grade 3 students	# = 126 455	# = 127 645	# = 127 505	EC	# = 125 484
GENDER*					
Female	49%	48%	49%	EC	49%
Male	51%	52%	51%	EC	51%
STUDENT STATUS*					
English language learners [†]	10%	13%	13%	EC	13%
Students with special education needs (excluding gifted) [†]	16%	17%	17%	EC	17%
LANGUAGE SPOKEN AT HOME BY THE STUDENT**					
First language learned at home was other than English	22%	22%	22%	EC	22%
Speak only or mostly English	73%	71%	71%	EC	72%
Speak another language (or other languages) as often as English	16%	16%	17%	EC	16%
Speak only or mostly another language (or other languages)	11%	11%	10%	EC	10%
PLACE OF BIRTH*					
Born outside Canada	10%	10%	10%	EC	9%
In Canada less than one year	1%	1%	1%	EC	1%
In Canada one year or more but less than three years	2%	2%	2%	EC	2%
In Canada three years or more	7%	7%	7%	EC	6%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading [‡]	97%	97%	97%	EC	97%
Students participating in writing [‡]	97%	97%	97%	EC	97%
Students participating in mathematics [‡]	97%	97%	97%	EC	97%

* Contextual data pertaining to gender, student status, language learned at home and place of birth are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.

† With the exception of first language learned at home, data pertaining to the language spoken at home by the student are gathered from the Student Questionnaire. Percentages may not add up to 100, due to a lack of or ambiguous responses.

‡ Some Grade 3 French Immersion students did not write all components of the assessment; the percentages shown are based on the number of students who were expected to write each component.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, the demographic information for Grade 3 students has remained relatively stable overall. However, during the same period, the percentage of students who were English language learners has increased by three percentage points.
- Over the past five years, the percentage of students participating in the assessment has remained stable.

Demographic Information and Participation Rates Over Time, Junior Division

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
All Grade 6 students	# = 129 477	# = 131 589	# = 127 286	EC	# = 123 685
GENDER*					
Female	49%	49%	49%	EC	48%
Male	51%	51%	51%	EC	52%
STUDENT STATUS*					
English language learners [†]	7%	9%	10%	EC	10%
Students with special education needs (excluding gifted) [†]	20%	20%	21%	EC	21%
LANGUAGE SPOKEN AT HOME BY THE STUDENT**					
First language learned at home was other than English	23%	22%	23%	EC	22%
Speak only or mostly English	75%	76%	74%	EC	74%
Speak another language (or other languages) as often as English	16%	14%	16%	EC	15%
Speak only or mostly another language (or other languages)	8%	8%	8%	EC	8%
PLACE OF BIRTH*					
Born outside Canada	14%	12%	12%	EC	12%
In Canada less than one year	1%	1%	<1%	EC	1%
In Canada one year or more but less than three years	2%	2%	2%	EC	2%
In Canada three years or more	10%	9%	9%	EC	9%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading	97%	98%	98%	EC	97%
Students participating in writing	97%	98%	98%	EC	97%
Students participating in mathematics	97%	97%	98%	EC	97%

* Contextual data pertaining to gender, student status, language learned at home and place of birth are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.

† See the Explanation of Terms.

‡ With the exception of first language learned at home, data pertaining to the language spoken at home by the student are gathered from the Student Questionnaire. Percentages may not add up to 100, due to a lack of or ambiguous responses.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, the demographic information for Grade 6 students has remained relatively stable overall. However, during the same period, the percentage of students identified as English language learners has increased by three percentage points.
- Over the past five years, the percentage of students participating in the assessment has remained stable.

QUESTIONNAIRE RESULTS OVER TIME

The following tables provide results for items from the questionnaires completed by students, teachers and principals during the 2015–2016 assessments. For the full teacher and principal questionnaire results for the province (available September 21, 2016), see the EQAO Web site, www.eqao.com, under “School, Board and Provincial Results.”

Student Questionnaire Results: Attitudes Toward Reading and Writing—Grade 3*

	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
		# = 60 268	# = 60 219	EC	# = 59 170		# = 62 983	# = 62 944	EC	# = 61 384
Percentage of students who answered “most of the time” to the following statements:[‡]										
I like to read.		56%	54%	EC	53%		42%	41%	EC	42%
I am a good reader.		66%	66%	EC	66%		62%	62%	EC	63%
I am able to understand difficult reading passages. [§]		27%	27%	EC	27%		30%	30%	EC	31%
I do my best when I do reading activities in class. [§]		78%	77%	EC	77%		69%	69%	EC	69%
I like to write.		55%	59%	EC	60%		40%	43%	EC	45%
I am a good writer.		55%	56%	EC	57%		42%	43%	EC	44%
I am able to communicate my ideas in writing.		42%	44%	EC	46%		39%	41%	EC	43%
I do my best when I do writing activities in class. [§]		73%	76%	EC	76%		64%	66%	EC	67%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2011–2012, the questionnaire focused on mathematics.

[‡] The other response options were “never” and “sometimes.”

[§] The wording of this item changed slightly in 2012–2013.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past four years,
 - a larger percentage of female than male students have indicated that they liked to read and that they were good readers “most of the time.” The difference between the genders continues to be larger for the statement “I like to read.”
 - the percentages of students who indicated that they were able to understand difficult reading passages “most of the time” have been much smaller than the percentages of students who indicated that they were good readers “most of the time.”
 - a larger percentage of female than male students have indicated that they liked to write and that they were good writers “most of the time.” For the statement “I like to write,” the percentages for both genders have increased over the past four years.
 - the percentage of girls who indicated that they could communicate their ideas in writing “most of the time” has been smaller than the percentage of girls who indicated that they were good writers “most of the time.”
 - a larger percentage of girls than boys have indicated that they did their best in reading and in writing. For both genders, the percentages of students indicating that they did their best in writing have increased, while the percentages of students indicating that they did their best in reading remained stable.

Student Questionnaire Results: Attitudes Toward Reading and Writing—Grade 6*

	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2014–2015	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
		# = 62 541	# = 60 506	EC	# = 58 364		# = 64 869	# = 62 683	EC	# = 61 087
Percentage of students who answered “most of the time” to the following statements:[‡]										
I like to read.		56%	56%	EC	54%		40%	39%	EC	38%
I am a good reader.		70%	70%	EC	71%		63%	64%	EC	64%
I am able to understand difficult reading passages. [§]		36%	40%	EC	40%		40%	42%	EC	42%
I do my best when I do reading activities in class. [§]		75%	74%	EC	76%		65%	65%	EC	66%
I like to write.		51%	53%	EC	55%		28%	30%	EC	31%
I am a good writer.		50%	49%	EC	51%		35%	36%	EC	35%
I am able to communicate my ideas in writing.		48%	53%	EC	54%		40%	44%	EC	45%
I do my best when I do writing activities in class. [§]		73%	74%	74%	76%		61%	63%	EC	64%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2011–2012, the questionnaire focused on mathematics.

[‡] The other response options were “never” and “sometimes.”

[§] The wording of this item changed slightly in 2012–2013.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past four years,
 - larger percentages of female than male students have indicated that they liked to read and that they were good readers “most of the time.” The difference between the genders continues to be larger for the statement “I like to read.” For both genders, the percentages have remained relatively stable for the statement “I am a good reader,” but they have decreased slightly for the statement “I like to read.”
 - the percentages of students who indicated that they were able to understand difficult reading passages “most of the time” have been much smaller than the percentages of students who indicated that they were good readers “most of the time.”
 - much larger percentages of female than male students have indicated that they liked to write and that they were good writers “most of the time.” The difference between the genders continues to be larger for liking to write.
 - larger percentages of girls than boys have indicated that they did their best in reading and in writing. For both genders, the percentages of students indicating that they did their best in reading and writing have increased.

Student Questionnaire Results: Learning Strategies Used in Reading*

	2011–2012 [†]	2012–2013 [‡]	2013–2014	2014–2015 [‡]	2015–2016	2011–2012 [†]	2012–2013 [‡]	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
		# = 60 268	# = 60 219	EC	# = 59 170		# = 62 983	# = 62 944	EC	# = 61 384
Percentage of students who indicated that they do the following “most of the time” when they read:[§]										
Before I start to read, I try to predict what the text will be about.			20%	EC	20%			20%	EC	20%
I make sure I understand what I am reading.		68%	68%	EC	68%		62%	62%	EC	62%
I slow down my reading if it is difficult.			55%	EC	56%			47%	EC	47%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).			39%	EC	39%			33%	EC	34%
When I am finished reading, I think about what I have read.			40%	EC	40%			36%	EC	36%

	2011–2012 [†]	2012–2013 [‡]	2013–2014	2014–2015 [‡]	2015–2016	2011–2012 [†]	2012–2013 [‡]	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
		# = 62 541	# = 60 506	EC	# = 58 364		# = 64 869	# = 62 683	EC	# = 61 087
Percentage of students who indicated that they do the following “most of the time” when they read:[§]										
Before I start to read, I try to predict what the text will be about.			16%	EC	16%			16%	EC	17%
I make sure I understand what I am reading.		75%	75%	EC	76%		68%	67%	EC	68%
I slow down my reading if it is difficult.			63%	EC	62%			51%	EC	51%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).			45%	EC	46%			37%	EC	38%
When I am finished reading, I think about what I have read.			44%	EC	43%			37%	EC	37%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† In 2011–2012, the questionnaire focused on mathematics.

‡ In 2012–2013, some items were not included in the questionnaire.

§ The other response options were “never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past four years,
 - a larger percentage of female than male students have indicated that they used each of the learning strategies in the table above “most of the time” while reading, except for the strategy related to predicting what the text will be about.
 - the percentage gaps between female and male students’ responses have been larger in Grade 6.
 - the percentages of students who indicated that they used the strategies listed in the table tended to be larger in Grade 6 than in Grade 3, except for the strategy related to predicting what the text will be about.

Student Questionnaire Results: Learning Strategies Used in Writing*

	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
	# = 60 268	# = 60 219	EC	# = 59 170	# = 62 983	# = 62 944	EC	# = 61 384		
Percentage of students who indicated that they do the following “most of the time” when they write:[‡]										
I organize my ideas before I start to write.		45%	43%	EC	44%		38%	37%	EC	38%
I edit my writing to make it better.		47%	48%	EC	47%		38%	40%	EC	40%
I check my writing for spelling and grammar.		49%	49%	EC	49%		41%	41%	EC	42%

	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
	# = 62 541	# = 60 506	EC	# = 58 364	# = 64 869	# = 62 683	EC	# = 61 087		
Percentage of students who indicated that they do the following “most of the time” when they write:[‡]										
I organize my ideas before I start to write.		38%	39%	EC	39%		29%	30%	EC	30%
I edit my writing to make it better.		53%	56%	EC	58%		40%	43%	EC	45%
I check my writing for spelling and grammar.		53%	56%	EC	59%		44%	46%	EC	48%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2011–2012, the questionnaire focused on mathematics.

[‡] The other response options were “never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past four years,
 - a larger percentage of female than male students have indicated that they used each of the learning strategies in the table above “most of the time” while writing.
 - the percentage gaps between female and male students’ responses were larger in Grade 6.
 - the percentage of students who indicated that they used the strategies listed in the table tended to be larger in Grade 6 than in Grade 3, except for the strategy related to organizing ideas before starting to write. The gaps between Grade 3 and Grade 6 are larger among girls.

Student Questionnaire Results: Attitudes Toward Mathematics*

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
	# = 59 991	# = 60 268	# = 60 219	EC	# = 59 170	# = 62 113	# = 62 983	# = 62 944	EC	# = 61 384
Percentage of students who answered “most of the time” to the following statements:†										
I like mathematics.	50%	51%	53%	EC	54%	52%	60%	62%	EC	63%
I am good at mathematics.	47%	47%	48%	EC	49%	52%	60%	61%	EC	63%
I am able to answer difficult mathematics questions.	24%	28%	30%	EC	31%	30%	42%	44%	EC	46%
I do my best when I do mathematics activities in class.	90%	76%	79%	EC	80%	85%	74%	77%	EC	78%

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
	# = 61 155	# = 62 541	# = 60 506	EC	# = 58 364	# = 63 845	# = 64 869	# = 62 683	EC	# = 61 087
Percentage of students who answered “most of the time” to the following statements:†										
I like mathematics.	40%	39%	41%	EC	42%	48%	55%	55%	EC	57%
I am good at mathematics.	46%	44%	45%	EC	45%	52%	58%	59%	EC	59%
I am able to answer difficult mathematics questions.	25%	28%	30%	EC	30%	33%	44%	46%	EC	46%
I do my best when I do mathematics activities in class.	89%	74%	75%	EC	77%	82%	74%	75%	EC	77%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† The other response options were “never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, larger percentages of male than female students in Grades 3 and 6 have responded “most of the time” to each of “I like mathematics” and “I am good at mathematics.” The percentages have been larger in Grade 3 than in Grade 6, especially for the first statement.
- Over the past five years, a larger percentage of male than female students have indicated that they were able to answer difficult mathematics questions “most of the time.” The percentages of students who answered “most of the time” to “I can answer

difficult mathematics questions” are much smaller than the percentages of students who indicated that they were good at mathematics “most of the time.”

- Over the past four years, for both grades and both genders, the percentages of students who indicated doing their best during mathematics activities in class “most of the time” have increased but are still much below the percentage of five years ago.

Student Questionnaire Results: Learning Strategies Used in Mathematics*

	2011–2012	2012–2013 [†]	2013–2014	2014–2015	2015–2016	2011–2012	2012–2013 [†]	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
	# = 59 991	# = 60 268	# = 60 219	EC	# = 59 170	# = 62 113	# = 62 983	# = 62 944	EC	# = 61 384
Percentage of students who indicated they do the following “most of the time” when working on a mathematics problem:[‡]										
I read over a mathematics problem first to make sure I know what I am supposed to do.	76%	69%	73%	EC	73%	66%	61%	64%	EC	65%
I think about the steps I will use to solve a mathematics problem.	50%	48%	45%	EC	46%	41%	47%	43%	EC	44%
I ask for help if I do not understand the problem.	50%		58%	EC	60%	49%		48%	EC	49%
I check my work for mistakes.	54%		54%	EC	55%	45%		49%	EC	50%
I check my answer to see if it makes sense.	64%		63%	EC	64%	56%		57%	EC	58%

	2011–2012	2012–2013 [†]	2013–2014	2014–2015	2015–2016	2011–2012	2012–2013 [†]	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
	# = 61 155	# = 62 541	# = 60 506	EC	# = 58 364	# = 63 845	# = 64 869	# = 62 683	EC	# = 61 087
Percentage of students who indicated they do the following “most of the time” when working on a mathematics problem:[‡]										
I read over a mathematics problem first to make sure I know what I am supposed to do.	80%	77%	84%	EC	86%	68%	69%	76%	EC	77%
I think about the steps I will use to solve a mathematics problem.	43%	50%	50%	EC	52%	41%	49%	48%	EC	49%
I ask for help if I do not understand the problem.	56%		64%	EC	64%	46%		56%	EC	55%
I check my work for mistakes.	42%		48%	EC	51%	36%		46%	EC	48%
I check my answer to see if it makes sense.	64%		67%	EC	68%	57%		63%	EC	64%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2012–2013, some items were not included in the questionnaire.

[‡] The other response options were “never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, a larger percentage of female than male students have indicated that they used the strategy related to reading over a mathematics problem first to make sure they know what they are expected to do “most of the time” when working on a mathematics problem. It is for this strategy that the percentages were largest and that percentages in Grade 6 were larger than in Grade 3.
- This year, larger percentages of Grade 6 than Grade 3 students have indicated using the strategies listed in the table “most of the time,” except in the case of the strategy related to thinking about the steps they will use to solve a mathematics problem.

Student Questionnaire Results: Out of School Activities*

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
	# = 59 991	# = 60 268	# = 60 219	EC	# = 59 170	# = 62 113	# = 62 983	# = 62 944	EC	# = 61 384
Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:†										
Participate in sports or other physical activities	45%	33%	37%	EC	36%	55%	43%	48%	EC	48%
Percentage of students who indicated that they do the following at least once a week when they are not at school:‡										
Participate in art, music or drama activities	62%	49%	53%	EC	54%	42%	29%	36%	EC	37%
Participate in after-school clubs	30%	26%	28%	EC	29%	25%	22%	24%	EC	25%

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
	# = 61 155	# = 62 541	# = 60 506	EC	# = 58 364	# = 63 845	# = 64 869	# = 62 683	EC	# = 61 087
Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:†										
Participate in sports or other physical activities	43%	35%	37%	EC	37%	57%	46%	48%	EC	49%
Percentage of students who indicated that they do the following at least once a week when they are not at school:‡										
Participate in art, music or drama activities	55%	46%	50%	EC	49%	35%	26%	32%	EC	30%
Participate in after-school clubs	32%	31%	34%	EC	32%	24%	24%	27%	EC	26%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† The other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

‡ The percentages are based on the number of students who answered “1 to 3 times a week” or “everyday or almost everyday.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, a larger percentage of male than female students in both Grades 3 and 6 have indicated participating in sports or other physical activities every day or almost every day. However, the percentage of all students who indicated doing so was similar to that in 2013–2014.
- For the past four years, the percentages of female students who indicated participating in after-school clubs and arts activities at least once a week have continued to be larger than the percentages of male students who indicated doing so. The percentage of all students who indicated participating in arts activities has declined since 2009–2010.
- The largest difference between the genders was for participation in arts activities.

Student Questionnaire Results: Parental Involvement*

	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
	# = 59 991	# = 60 268	# = 60 219	EC	# = 59 170	# = 62 113	# = 62 983	# = 62 944	EC	# = 61 384
Percentage of students who indicated that they do the following “every day or almost every day” with a parent, guardian or another adult who lives with them:[‡]										
Talk about the activities they do in school	51%	58%	53%	EC	55%	41%	48%	44%	EC	46%
Talk about the reading and writing work they do in school		36%	32%	EC	34%		29%	27%	EC	28%
Talk about the mathematics work they do in school	30%	38%	39%	EC	39%	25%	34%	34%	EC	35%
Read together	22%	30%	33%	EC	33%	19%	25%	28%	EC	29%
Look at their school agenda	56%	54%	57%	EC	54%	53%	52%	55%	EC	52%
Use a computer together	13%	17%	15%	EC	15%	13%	18%	15%	EC	15%

	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
	# = 61 155	# = 62 541	# = 60 506	EC	# = 58 364	# = 63 845	# = 64 869	# = 62 683	EC	# = 61 087
Percentage of students who indicated that they do the following “every day or almost every day” with a parent, guardian or another adult who lives with them:[‡]										
Talk about the activities they do in school	42%	56%	46%	EC	49%	36%	50%	39%	EC	42%
Talk about the reading and writing work they do in school		30%	22%	EC	24%		26%	19%	EC	20%
Talk about the mathematics work they do in school	19%	37%	34%	EC	35%	17%	34%	30%	EC	31%
Read together	5%	7%	7%	EC	7%	4%	7%	8%	EC	8%
Look at their school agenda	28%	31%	31%	EC	29%	30%	34%	33%	EC	29%
Use a computer together	5%	10%	8%	EC	9%	5%	11%	9%	EC	10%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2011–2012, the questionnaire focused on mathematics.

[‡] The other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, for Grades 3 and 6,
 - a larger percentage of female than male students have indicated doing most of the above activities listed in the tables with a parent.
 - the activities that students most frequently reported engaging in with a parent “every day” or “almost every day” were talking about the activities they do in school and looking at their school agenda.
 - the percentages of students who reported talking about the activities they did in school, talking about mathematics, reading together and using a computer together have increased.
- For the past four years, the percentage of students who reported talking about mathematics in both grades has remained similar.

Contextual Information

The following tables provide results from a sample of items from the questionnaires completed by teachers and principals during the 2015 administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions.

Teacher Questionnaire Results—Grade 3

	2011–2012*	2012–2013	2013–2014	2014–2015	2015–2016
Teachers who completed the questionnaire	# = 6921	# = 7183	# = 6943	EC	# = 6292
COMMUNICATION WITH PARENTS AND GUARDIANS					
Percentage of teachers who shared the following with the majority of parents and guardians of their students at least once this year:†					
The links between EQAO assessments and <i>The Ontario Curriculum</i>	61%	60%	63%	EC	56%
The links between EQAO results and instructional and/or assessment strategies	56%	55%	57%	EC	48%
Percentage of teachers who shared the following with the majority of parents and guardians of their students at least 2–3 times this year:‡					
Instructional strategies for their child	82%	82%	83%	EC	80%
Suggestions for what to do at home to support learning	91%	90%	91%	EC	89%
Suggestions for resources to use at home to support learning	87%	88%	88%	EC	86%
Information about their child's progress	94%	94%	95%	EC	93%
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year, independently or as a group, to do the following:					
To identify how well students are meeting curriculum expectations	81%	76%	78%	EC	66%
To identify areas of strength and areas for improvement in elementary programs	83%	79%	80%	EC	69%
To inform planning of elementary programs	73%	66%	68%	EC	57%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides this year, independently or as a group, in the following ways:					
As a model for designing assessments	80%	79%	83%	EC	77%
To inform classroom instruction	88%	87%	88%	EC	84%

* Updated in April 2013.

† The percentages represent teachers who responded “once” or “2–3 times.”

‡ The percentages represent teachers who responded “2–3 times,” “about once a month,” “about once every 2 weeks” or “at least once a week.” The other response options were “once” and “never.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Since 2011–2012, nearly all Grade 3 teachers have indicated that they had shared the information listed in the table above with parents at least two or three times a year. The percentages of teachers who indicated that they had shared the links between EQAO assessments and *The Ontario Curriculum* and the links between EQAO results and instructional and assessment strategies at least once a year have decreased.
- Over the past five years, the percentages of teachers who indicated that they had used EQAO resources for the various purposes indicated in the table have decreased. The largest percentage remains for informing classroom instruction.

Teacher Questionnaire Results—Grade 3 (continued)

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Teachers who completed the questionnaire		# = 7183	# = 6943	EC	# = 6292
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for language instruction (reading and writing) this year:[*]					
Computer software (e.g., for word processing, to do research)	<i>The question focused on mathematics.</i>	73%	67%	EC	70%
Library or resource-centre language materials (e.g., print and audiovisual)		78%	73%	EC	73%
Presentation technology (e.g., interactive white board, LCD projector)		72%	77%	EC	85%
Language instruction materials that they or other teachers at their school developed		75%	72%	EC	71%
Language instruction materials that their board or other boards developed		58%	54%	EC	52%
Language instruction materials that the Ministry of Education developed		59%	56%	EC	54%
Commercial language instruction materials		67%	65%	EC	65%
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during language-related activities (reading and writing) this year:[*]					
Computer software (e.g., for word processing, to do research)	<i>The question focused on mathematics.</i>	56%	56%	EC	62%
Tools to help with writing (e.g., dictionary, checklist, graphic organizer)		89%	88%	EC	87%
Internet (e.g., to access information)		58%	61%	EC	67%

* The other response options were “not available,” “never” and “occasionally.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past four years, among all listed in the table, the four types of resources that Grade 3 teachers most frequently reported using for language instruction were computer software, library or resource-centre language materials (e.g., print and audiovisual), presentation technology, and materials that they or other teachers in their school had developed.
- Over the past four years, the only increase has been in the percentage of teachers who indicated that they frequently or sometimes used presentation technology.
- Over the past four years, more than half of Grade 3 teachers indicated that they had frequently or sometimes asked their students to use language-related computer software or the Internet during language-related activities, while nearly all indicated having asked students to use tools such as dictionaries to help with their writing with the same frequency. The percentages related to using computer software and the Internet have increased.

Teacher Questionnaire Results—Grade 3 (continued)

	2011–2012*	2012–2013	2013–2014	2014–2015	2015–2016
Teachers who completed the questionnaire	# = 6921		# = 6943	EC	# = 6292
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for <i>mathematics</i> instruction this year:†					
Computer software (e.g., interactive mathematics games, graphing software)	47%	<i>The question focused on language.</i>	60%	EC	66%
Library or resource-centre language materials (e.g., print and audiovisual)	33%		40%	EC	40%
Presentation technology (e.g., interactive white board, LCD projector)	56%		72%	EC	80%
Mathematics instruction materials that they or other teachers at their school developed	66%		71%	EC	73%
Mathematics instruction materials that their board or other boards developed	51%		56%	EC	56%
Mathematics instruction materials that the Ministry of Education developed	60%		60%	EC	59%
Commercial mathematics instruction materials	72%		70%	EC	69%
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during <i>mathematics-related</i> activities this year:†					
Calculators	28%	<i>The question focused on language.</i>	36%	EC	34%
Concrete manipulatives (e.g., cubes, tiles)	94%		95%	EC	94%
Computer software (e.g., interactive mathematics games)	52%		64%	EC	69%
The Internet (e.g., to access sources of mathematical information or mathematics games)	50%		38%	EC	40%

* Updated in April 2013.

† The other response options were “not available,” “never” and “occasionally.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- In 2015–2016, among all listed in the table, the three types of resources that Grade 6 teachers most frequently reported using for mathematics instruction were presentation technology, materials that they or other teachers in their school had developed and commercial mathematics instruction materials.
- Over the last five years, the percentages of Grade 3 teachers who reported using computer software and presentation technology have largely increased.
- Since 2011–2012, a large majority of Grade 3 teachers have indicated that they had “frequently” or “sometimes” asked their students to use manipulatives. In 2015–2016, more than two-thirds reported having asked students to use computer software during mathematics-related activities and fewer than half, the Internet, which represents a 10-percentage-point decrease since 2011–2012.

Teacher Questionnaire Results—Grade 6

	2011–2012*	2012–2013	2013–2014	2014–2015	2015–2016
Teachers who completed the questionnaire	# = 5845	# = 6116	# = 5797	EC	# = 5224
COMMUNICATION WITH PARENTS AND GUARDIANS*					
Percentage of teachers who shared the following with the majority of parents and guardians of their students at least once this year:†					
The links between EQAO assessments and <i>The Ontario Curriculum</i>	54%	55%	57%	EC	50%
The links between EQAO results and instructional and/or assessment strategies	50%	50%	53%	EC	44%
Percentage of teachers who shared the following with the majority of parents and guardians of their students at least 2–3 times this year:‡					
Instructional strategies for their child	74%	74%	76%	EC	72%
Suggestions for what to do at home to support learning	84%	85%	85%	EC	82%
Suggestions for resources to use at home to support learning	78%	81%	81%	EC	79%
Information about their child’s progress	93%	92%	93%	EC	92%
USE OF EQAO RESOURCES*					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year, independently or as a group, to do the following:					
To identify how well students are meeting curriculum expectations	77%	75%	77%	EC	66%
To identify areas of strength and areas for improvement in elementary programs	80%	77%	79%	EC	68%
To inform planning of elementary programs	67%	65%	65%	EC	55%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides this year, independently or as a group, in the following ways:					
As a model for designing assessments	74%	75%	75%	EC	74%
To inform classroom instruction	89%	83%	82%	EC	80%

* Updated in April 2013.

† The percentages represent teachers who responded “once” or “2–3 times.”

‡ The percentages represent teachers who responded “2–3 times,” “about once a month,” “about once every 2 weeks” or “at least once a week.” The other response options were “once” and “never.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, large percentages of teachers indicated that they shared the information listed in the table above with parents at least two or three times a year.
- Over the past five years, the percentages of teachers who indicated that they had used EQAO resources for the various purposes indicated in the table have decreased, except for designing assessments. The largest percentage remains for informing classroom instruction.

Teacher Questionnaire Results—Grade 6 (continued)

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Teachers who responded to the questionnaire*		# = 6116	# = 5387	EC	# = 4767
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for language instruction (reading and writing) this year:†					
Computer software (e.g., for word processing, to do research)	<i>The question focused on mathematics.</i>	88%	87%	EC	91%
Library or resource-centre language materials (e.g., print and audiovisual)		74%	71%	EC	72%
Presentation technology (e.g., interactive white board, LCD projector)		84%	86%	EC	92%
Language instruction materials that they or other teachers at their school developed		76%	73%	EC	74%
Language instruction materials that their board or other boards developed		57%	54%	EC	53%
Language instruction materials that the Ministry of Education developed		58%	56%	EC	52%
Commercial language instruction materials		64%	63%	EC	61%
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during language-related activities (reading and writing) this year:†					
Computer software (e.g., for word processing, to do research)	<i>The question focused on mathematics.</i>	84%	85%	EC	89%
Tools to help with writing (e.g., dictionary, checklist, graphic organizer)		92%	93%	EC	92%
Internet (e.g., to access information)		87%	89%	EC	92%

* Only teachers who teach language responded to this question.

† The other response options were “not available,” “never” and “occasionally.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past four years, among all listed in the table, the types of resources that Grade 6 teachers most frequently reported using for language instruction were computer software, presentation technology and materials they or other teachers in their school had developed.
- Over the past four years, the percentages of teachers who indicated that they had frequently or sometimes used the resources listed in the table have decreased, except for computer software and presentation technology, for which the percentages have increased.
- In 2015–2016, nearly all Grade 6 teachers indicated that they frequently or sometimes asked their students to use a computer (software or the Internet) and tools such as dictionaries to help with their writing during language-related activities.

Teacher Questionnaire Results—Grade 6 (continued)

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Teachers who responded to the questionnaire*	# = 5236		# = 5231	EC	# = 4676
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)*					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for <i>mathematics</i> instruction this year:†					
Computer software (e.g., interactive mathematics games)	50%	<i>The question focused on language.</i>	62%	EC	67%
Library or resource-centre language materials (e.g., print and audiovisual)	29%		35%	EC	36%
Presentation technology (e.g., interactive white board, LCD projector)	67%		80%	EC	86%
Mathematics instruction materials that they or other teachers at their school developed	66%		73%	EC	76%
Mathematics instruction materials that their board or other boards developed	53%		58%	EC	58%
Mathematics instruction materials that the Ministry of Education developed	60%		61%	EC	60%
Commercial mathematics instruction materials	69%		71%	EC	70%
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during <i>mathematics-related</i> activities this year:‡					
Calculators	82%	<i>The question focused on language.</i>	87%	EC	86%
Concrete manipulatives (e.g., cubes, tiles)	87%		91%	EC	90%
Computer software (e.g., interactive mathematics games)	49%		61%	EC	67%
The Internet (e.g., to access sources of mathematical information or mathematics games)	42%		49%	EC	55%

* Only teachers who teach mathematics responded to this question.

† Twenty-five percent of respondents did not answer the question in 2011–2012, compared with 3% in the previous year. The percentages in the table are based on the number of teachers who completed the questionnaire. When the percentages are based on the number of teachers who answered each question, the percentages are similar to those in previous years.

‡ The other response options were “not available,” “never” and “occasionally.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Since 2011–2012, among all listed in the table, the three types of resources that Grade 6 teachers most frequently reported having used for mathematics instruction have been presentation technology, materials they or other teachers in their school had developed and commercial mathematics instructional materials.
- Over the last five years, the percentage of Grade 6 teachers who reported using computer software and presentation technology has largely increased.
- In 2015–2016, nearly all Grade 6 teachers indicated that they had “frequently” or “sometimes” asked their students to use calculators and manipulatives during mathematics-related activities. Two-thirds of teachers indicated that they “frequently” or “sometimes” asked their students to use computer software, and more than half, the Internet.

Principal Questionnaire Results Over Time

	2011–2012	2012–2013	2013–2014	2014–2015	2014–2015
Elementary school principals who completed the questionnaire	# = 3448	# = 3234	# = 3137	EC	# = 2338
USE OF EQAO DATA					
Percentage of principals who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year to do the following:*					
To identify how well students are meeting curriculum expectations	89%	84%	87%	EC	85%
To identify areas of strength and areas for improvement in elementary programs	95%	93%	96%	EC	93%
To guide school improvement initiatives	95%	92%	96%	EC	93%
To identify what resources are needed and to support their acquisition	69%	63%	64%	EC	60%
To support change in teaching practices	86%	80%	84%	EC	81%
To communicate with parents and guardians about student achievement	76%	75%	78%	EC	71%
EXTENDED-LEARNING ACTIVITIES FOR STUDENTS					
Percentage of principals who indicated that their school offered the following “to some extent” or “to a great extent” to students: †					
Extended mathematics activities (e.g., mathematics club, mathematics competition)	41%	33%	46%	EC	50%
Extended science- and technology-related activities (e.g., science fair)	36%	28%	37%	EC	49%
Extended reading activities (e.g., book club, school-wide reading period)	72%	52%	67%	EC	66%
Extended writing activities (e.g., writing contest)	41%	32%	39%	EC	39%
Extended speaking activities (e.g., school radio, debate club, play, poetry recital)	53%	40%	50%	EC	54%
Other extended learning activities (e.g., chess club, concert, trivia challenge, guest speaker)	81%	60%	80%	EC	81%

* The percentages for this question are based on the number of principals who indicated that they used EQAO data.

† The other response options were “not at all” and “to a small extent.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, a large percentage of principals have indicated that they had used EQAO data for the various purposes listed in the table; more than 90% have indicated that they had used EQAO data to identify areas of strength and areas for improvement in elementary programs and to guide school improvement initiatives. However, for all the purposes listed in table, the percentages have decreased since 2011–2012.
- Since 2011–2012, the percentage of principals who reported that their school offered extended reading activities has remained the largest even though the percentage has decreased over the past five years. The percentage who reported that their school offered extended mathematics and science activities has increased.

Principal Questionnaire Results Over Time (continued)

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Elementary school principals who completed the questionnaire	# = 3448	# = 3234	# = 3137	EC	# = 2338
COMMUNICATION WITH PARENTS AND GUARDIANS					
Percentage of principals who indicated that their school was “successful” or “very successful” in accomplishing the following this year:[*]					
Helping parents and guardians understand the link between EQAO assessments and <i>The Ontario Curriculum</i>	18%	18%	19%	EC	18%
Helping parents and guardians understand the link between EQAO results and the school improvement plan	26%	21%	24%	EC	19%
Being responsive to the needs of individual parents and guardians (e.g., flexible meeting times)	75%	71%	73%	EC	73%
Keeping parents and guardians informed about school activities	85%	82%	84%	EC	85%
PARENTAL ENGAGEMENT IN SCHOOL ACTIVITIES					
Percentage of principals who indicated that parents and guardians of the students at their school did the following “to some extent” or “to a great extent” this year:[†]					
Participated in discussions about EQAO results and how they relate to the school improvement plan	28%	25%	26%	EC	18%
Participate in school activities for parents, guardians and families	73%	61%	68%	EC	72%
Show support for teachers’ efforts	87%	78%	84%	EC	83%
Volunteer in classroom activities	73%	70%	71%	EC	73%
Work collaboratively with teachers to ensure that students met learning goals	71%	65%	64%	EC	67%

^{*} The other response options were “we struggled with this” and “somewhat successful.”

[†] The other response options were “not at all” and “to a small extent.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years,
 - more than 80% of principals have indicated that their school was successful or very successful in keeping parents informed about school activities.
 - around three-quarters of principals indicated their school was successful or very successful in being responsive to the needs of individual parents and guardians.
- Over the past four years, the percentages of principals who reported that parents and guardians participated to some extent or to a great extent in the school activities mentioned in the table above have decreased, except for volunteering in classroom activities and participating in school activities for parents that have remained relatively stable.