

# Highlights of the Provincial Results

## Test en lecture, écriture et mathématiques, cycle primaire (3<sup>e</sup> année)<sup>1</sup>

The Education Quality and Accountability Office (EQAO) is an agency of the Government of Ontario that contributes to the quality and accountability of Ontario’s publicly funded education system. EQAO develops and administers large-scale assessments that produce objective and reliable information to support student success. EQAO data act as a snapshot that shows whether students are meeting curriculum expectations in reading, writing and mathematics at key stages of their education.

### Context

EQAO is reporting for the second year on the student achievement results of its digitalized and modernized provincial assessments. Results from last year are provided along with those from the 2022–2023 school year to show trends in achievement and attitudes over the last two years. Such analyses of results contribute to a better understanding of student learning over time.

As part of the digitalization and modernization of EQAO assessments, in 2021–2022, the agency introduced an online mode of delivery and new assessment models (multi-stage computer adaptive; linear test design) for the *Test en lecture, écriture et mathématiques, cycle primaire*, which differ from those of the prior paper-based assessments.<sup>2</sup>



### Considerations

The *Test en lecture, écriture et mathématiques, cycle primaire*, administered to students in Grade 3, is a computer-based assessment that measures the reading, writing and mathematics skills students are expected to have learned by the end of Grade 3 according to *The Ontario Curriculum*.

The e-assessment model allows for schools to administer the *Test en lecture, écriture et mathématiques, cycle primaire*, over a longer administration period: in 2022–2023, the assessment was administered from mid-May to mid-June 2023.

<sup>1</sup> The name of the assessment remains in French, since the French- and English-language assessments are distinct in their content and the curricula they cover in reading and writing. Students in English-language schools write the Assessment of Reading, Writing and Mathematics, Primary Division.

<sup>2</sup> A different EQAO assessment model necessitates new baselines for assessment results, meaning that new trendlines were set in 2021–2022. Additionally, in keeping with large-scale assessment best practices, standard setting in mathematics was conducted to define levels of achievement.

## Assessment Results<sup>3</sup>

Grade 3 student achievement results have increased in literacy and in mathematics.

### ALL PARTICIPATING STUDENTS

In 2022–2023,

#### Reading



**8473**

students fully participated in the **reading component of the Grade 3 assessment.**

81% 82%



2021–2022 2022–2023

**82%**

of fully participating students met the provincial standard (Levels 3 and 4) in reading.

This is an **increase** from the 2021–2022 results.

#### Writing



**8466**

students fully participated in the **writing component of the Grade 3 assessment.**

67% 68%



2021–2022 2022–2023

**68%**

of fully participating students met the provincial standard (Levels 3 and 4) in writing.

This is an **increase** from the 2021–2022 results.

#### Mathematics



**8484**

students fully participated in the **mathematics component of the Grade 3 assessment.**

**70%**

of fully participating students met the provincial standard (Levels 3 and 4) in mathematics.<sup>4</sup>

This is an **increase** from the 2021–2022 results.

67% 70%



2021–2022 2022–2023



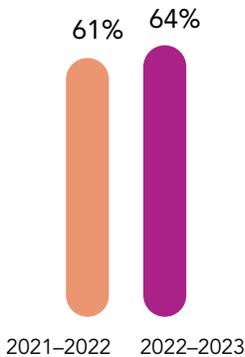
<sup>3</sup> Since 2021–2022, EQAO has reported assessment achievement results for fully participating students only.

<sup>4</sup> It is encouraging to note that among the 26% of students who achieved Level 2 in mathematics (2196 students), more than half were close (as indicated by a high Level 2 outcome) to meeting the provincial standard and demonstrated most of the knowledge and skills required for work in subsequent grades.

## STUDENTS WITH SPECIAL EDUCATION NEEDS

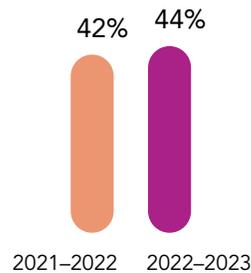
Of the **1203** students who wrote the Grade 3 assessment and were identified as having special education needs (excluding gifted),

**64%** met the provincial standard (Levels 3 and 4) in **reading**.



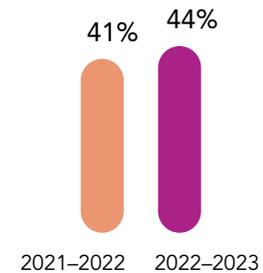
This is an **increase** from the 2021-2022 results.

**44%** met the provincial standard (Levels 3 and 4) in **writing**.



This is an **increase** from the 2021-2022 results.

**44%** met the provincial standard (Levels 3 and 4) in **mathematics**.

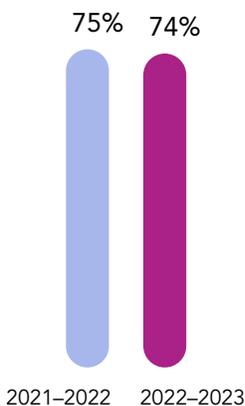


This is an **increase** from the 2021-2022 results.

## STUDENTS WHO ARE FRENCH-LANGUAGE LEARNERS<sup>5</sup>

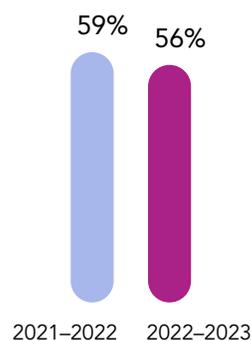
Of the **3223** students who wrote the Grade 3 assessment and were identified as French-language learners,

**74%** met the provincial standard (Levels 3 and 4) in **reading**.



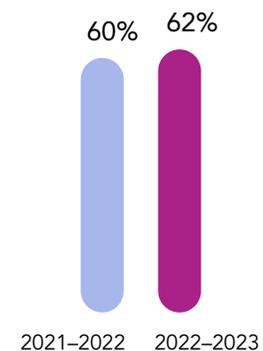
This is a **decrease** from the 2021-2022 results.

**56%** met the provincial standard (Levels 3 and 4) in **writing**.



This is a **decrease** from the 2021-2022 results.

**62%** met the provincial standard (Levels 3 and 4) in **mathematics**.



This is an **increase** from the 2021-2022 results.

<sup>5</sup> French-language learners are students benefiting from *Actualisation Linguistique en Français* or the *Programme d'appui aux nouveaux arrivants*.

## Learners' Context

EQAO's student and educator questionnaires are completed voluntarily during the assessment administration and offer valuable attitudinal and contextual information about students' experiences and perceptions with respect to literacy and numeracy. This type of information is important and should be considered alongside assessment results and data from other sources to build a full understanding of student learning in Ontario.

Overall, 99% of fully participating students completed the Student Questionnaire, 373 teachers completed the Teacher Questionnaire and 197 principals completed the Principal Questionnaire.



### INTEREST AND CONFIDENCE IN LITERACY

Reading

Writing

Overall,

**69%** of students like to read.



**59%** like to write.

**63%** of students think that they are a **good reader**.



**56%** think that they are a **good writer**.

**65%** of students indicated that **being a good reader is important to them**.



**67%** of students indicated that **being a good writer is important to them**.

**42%** indicated that **reading is one of their favourite activities**.



**34%** indicated that **writing is one of their favourite activities**.

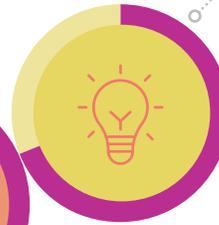
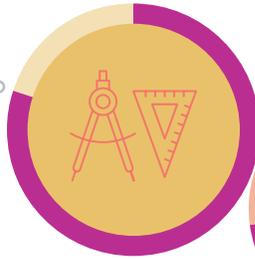


## INTEREST AND CONFIDENCE IN MATH

Overall,

**80%**

of students like math.

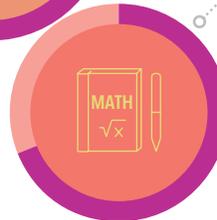


**69%**

of students think that they are **good at math**.

**73%**

of students indicated that **being good at math is important to them**.



**69%**

of students indicated that **math is one of their favourite subjects**.



## GROWTH MINDSET IN MATH

Overall,

**81%**

of students think that a **person can always get better at math**.

**67%**

of students think that **almost everyone can understand math** if they are able to work at it.



## TECHNOLOGICAL ACCESS AND SAVVINESS

Overall,

**35%**

of students indicated that they are able to use the **Internet at home** to complete their school work.

**59%**

of students indicated using **technology** to learn new things.



## SELF-DIRECTED LEARNING AND COLLABORATION

Overall,

**81%**

of students indicated that **they keep trying** if they make a mistake or if something is difficult.

**89%**

of students indicated that **doing their best** at school is important to them.

**70%**

of students think that **learning in groups** is a good way to learn.

## TEACHING TRANSFERABLE SKILLS

Overall,



of teachers indicated that they incorporate student development of transferable skills such as **critical thinking** and **problem solving** (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices.



of teachers indicated that they incorporate student development of transferable skills such as **communication** (e.g., speaking, writing, listening) into their general practices.

## USE OF EQAO DATA

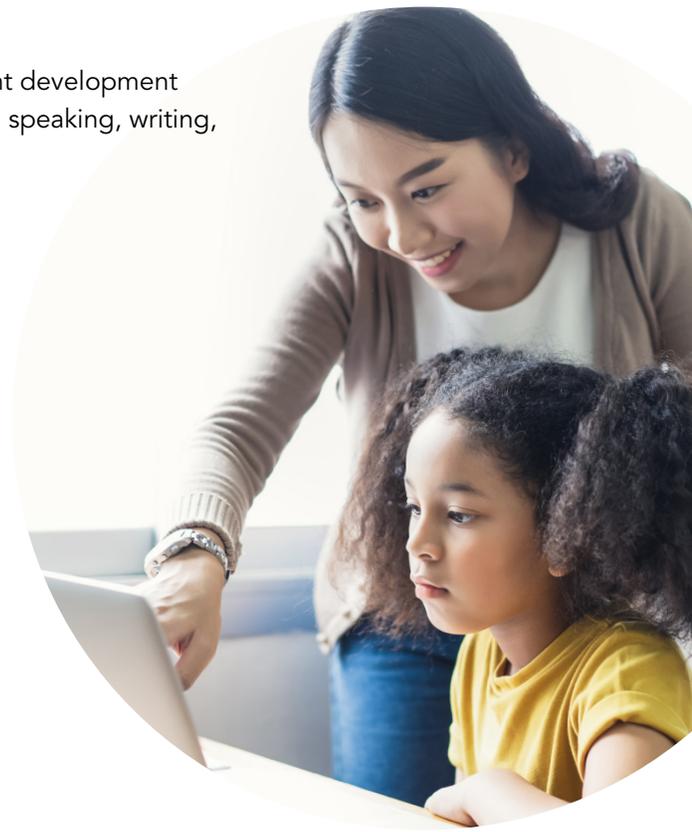
Overall,



of principals indicated that they plan to use this year's EQAO data to identify how well students are meeting **curriculum expectations**.



of principals indicated that they plan to use this year's EQAO data to inform **program planning**, **resource allocation** or **teaching practices**.



EQAO's data are an important indicator of student learning that adds to the available knowledge about how Ontario students are doing. These data also help Ontario's education sector with improving student achievement and well-being at the individual, school, school board and provincial levels. EQAO data alongside information from other sources can strengthen conversations about student learning across the province.

To explore additional EQAO data, please visit

[School, Board and Provincial Results](#)

[Interactive EQAO Dashboards](#)