

### Ontario Students Maintain a High Level of Achievement

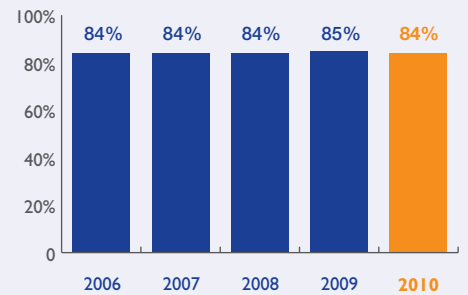
#### First-Time Eligible Students

- This year, of the 153 490 students who were eligible to take the test for the first time, 93% did so.
- Of the 142 955 first-time eligible students who wrote the test, 84% (120 218) were successful and 16% (22 737) were unsuccessful.

#### Previously Eligible Students

- This year, of the 51 669 students who had previously been eligible to take the test, 56% did so.
- Of the 28 694 previously eligible students who wrote the test, 51% (14 584) were successful and 49% (14 110) were unsuccessful.

Success Rates Over Five Years for Fully Participating First-Time Eligible Students



EQAO has tracked the students who wrote the 2010 OSSLT and compared their results to those they had obtained on the junior-division assessment in 2006, when they were in Grade 6.

### Attention and Support Produce Positive Results

The data show that it is never too late to focus attention on the development of the required literacy skills. The commitment of teachers and parents and attention and support at school and at home have led to positive results for many students.

#### About Two-Thirds of Students Who Had Not Met the Standard in Grade 6 Were Successful on the OSSLT

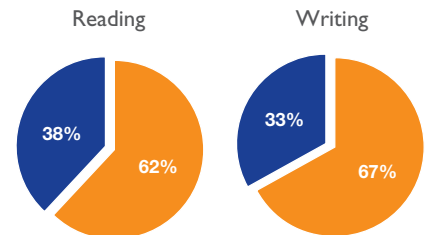
##### Reading

Of the 40 835 students who wrote the OSSLT and who had not met the standard in reading in Grade 6, 62% (25 424) were successful.

##### Writing

Of the 44 173 students who wrote the OSSLT and who had not met the standard in writing in Grade 6, 67% (29 595) were successful.

Had Not Met the Standard in Grade 6



■ Were successful on the OSSLT  
■ Were not successful on the OSSLT

### Most Unsuccessful Students Had Not Met the Provincial Standard in Grade 6

Most of the **first-time eligible** students who were **unsuccessful** on this year's OSSLT had also not met the provincial standard in reading or writing when in Grade 6.

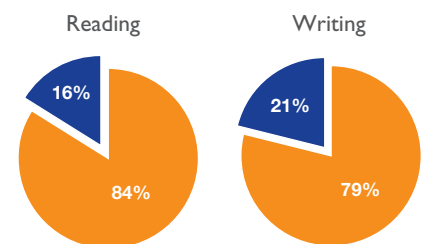
##### Reading

Of the 18 439 students who were **unsuccessful** on the 2010 OSSLT and who had written the junior-division assessment in 2006, 84% (15 411) **had not met** the provincial standard in reading (Level 3) when they were in Grade 6.

##### Writing

Of the 18 439 students who were **unsuccessful** on the 2010 OSSLT and who had written the junior-division assessment in 2006, 79% (14 578) **had not met** the provincial standard in writing (Level 3) when they were in Grade 6.

Unsuccessful on the 2010 OSSLT



■ Had not met the provincial standard in Grade 6  
■ Had met the provincial standard in Grade 6

# Painting a Portrait of the Unsuccessful Students

If we were to look at the **16%** of Grade 10 students who were **unsuccessful** on the 2010 OSSLT as though they were **16 students**, then

## Student Characteristics

### Gender

- **10 students** would be male
- **6 students** would be female

### English Course

- **9 students** would currently be enrolled in an applied course
- **4 students** would currently be enrolled in an academic course
- **2 students** would currently be enrolled in a locally developed course

### Special Education Needs

- **7 students** would have been designated as having special education needs

### English Language Learners

- **1 student** would have been designated as an English language learner

*Note: Some of above numbers might not add up to 16, due to rounding.*

## Tracking Their Progress Since Grade 6

Of the 16 students who were unsuccessful on the OSSLT, **13 students** would have been eligible to take the provincial junior-division assessment in Grade 6 in 2006, and their results would have been as follows:\*

### Reading

Of the 13 students, **11 students** would not have met the provincial standard in reading on the junior-division assessment in 2006, when they were in Grade 6.

- **2 students** would have met the provincial standard (Level 3 or 4)
- **6 students** would have achieved Level 2
- **3 students** would have achieved Level 1
- **1 student** would have received a score below Level 1 or would not have completed enough of the test to receive a score
- **1 student** would have been exempted

### Writing

Of the 13 students, **10 students** would not have met the provincial standard in writing on the junior-division assessment in 2006, when they were in Grade 6.

- **3 students** would have met the provincial standard (Level 3 or 4)
- **8 students** would have achieved Level 2
- **1 student** would have achieved Level 1
- **1 student** would have been exempted

*\* This analysis is based on the 88% of Grade 10 students for whom EQAO has Grade 6 records. That is, not all students could be tracked. For example, students who were living outside the province in Grade 6 would not have written the junior-division assessment.*

## About the OSSLT

- The purpose of the Ontario Secondary School Literacy Test (OSSLT) is to determine whether a student has the literacy (reading and writing) skills required to meet the standard for understanding reading selections and communicating in a variety of written forms as expected by *The Ontario Curriculum* across all subjects up to the end of Grade 9.
- Successful completion of the test or of the Ontario Secondary School Literacy Course is one of the 32 requirements for an Ontario Secondary School Diploma. Students who do not pass the OSSLT have another opportunity to write the test or to participate in the Ontario Secondary School Literacy Course.
- As recently confirmed by the 2009 Auditor General's report on Ontario's provincial testing program, EQAO's assessments
  - reflect the provincial curriculum expectations fairly and accurately;
  - are consistent in difficulty from one year to the next and
  - are administered and marked so as to ensure that their results are valid, consistent and reliable indicators of student achievement.
- EQAO results are important indicators of student learning that measure achievement in relation to a common provincial standard and have become an important tool for improvement planning at the student, school, school-board and provincial levels.
- EQAO tests are developed by Ontario teachers, and all aspects of EQAO's assessment programs are reviewed and validated by experts in the field of large-scale assessment.

About EQAO: The Education Quality and Accountability Office (EQAO) acts as a catalyst for increasing the success of Ontario students by measuring their achievement in reading, writing and mathematics against a common curriculum benchmark. As an independent provincial agency, EQAO plays a pivotal role by conducting province-wide tests at key points in every student's primary, junior and secondary education and reporting the results. The objective and reliable facts that EQAO obtains add to the current knowledge about student learning and are an important tool for improvement at the individual, school and provincial levels.

[www.eqao.com](http://www.eqao.com)

Education Quality and  
Accountability Office

