

Summary of Results and Strategies for Teachers

Ontario Secondary School Literacy Test (OSSLT), 2009–2010 English-Language Students

Summary of Achievement Results

FIRST-TIME ELIGIBLE

The following are observations about this year's results as well as five-year trends in student achievement for fully participating first-time eligible students:

- Of the 142 955 students who wrote the test for the first time, 84% were successful. This success rate was identical to that of 2006.
- The success rate for students taking an academic English course has been high each year for the past five years (95%–96%).
- The success rate for students enrolled in an applied English course has decreased by five percentage points, from 65% in 2006 to 60% in 2010. Over the past five years, the success rate for this group has been 60% or higher.
- This year's success rate for boys remained identical to that in 2006, at 81%. Similarly, this year's success rate for girls remained the same as that in 2006, at 88%.
- The success rate for English language learners has increased by 12 percentage points, from 51% in 2006 to 63% in 2010.
- Since 2006, the percentage of students with special education needs (excluding gifted) who completed the OSSLT successfully has decreased by one percentage point (to 54%).

Strategies for Success

INFORMING PROFESSIONAL PRACTICE

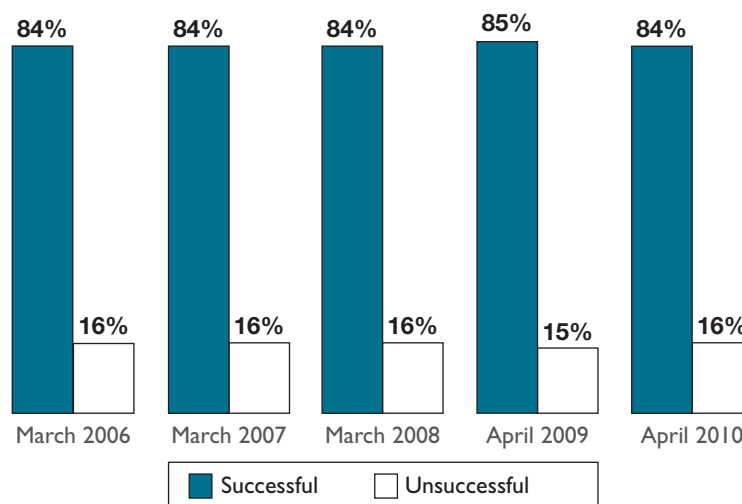
The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their literacy skills. They are based on an analysis of first-time eligible students' performance on the April 2010 OSSLT and on their performance in previous years as well as on feedback from scorers of the 2010 OSSLT. Some of the observations refer to released sections of the 2010 OSSLT that can be found on the EQAO Web site.

PREPARING STUDENTS TO WRITE THE OSSLT

According to *Principles for Fair Student Assessment Practices for Education in Canada* (Alberta: Joint Advisory Committee, 1993, p. 19), students must be informed "about the content of the assessment, types of question formats used, and appropriate strategies, if any, for responding." EQAO develops and posts OSSLT preparation materials, including rubrics and previous tests, each year prior to the administration of the test. EQAO depends on schools to ensure each student has the opportunity to use these materials and undertake the test with knowledge of its format and all associated rules.

For more information on the terms and strategies in boldface on the following pages, refer to the List of Resources at the end of this document.

Success Rates on the OSSLT over Five Years for First-Time Eligible Students



OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT BY SKILL: READING

Through a combination of multiple-choice and open-response questions about narrative, informational and graphic reading texts, the OSSLT focuses on three reading skills:

Reading Skill 1: understanding explicitly stated information and ideas

Reading Skill 2: understanding implicitly stated information and ideas

Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience

	Observations:	Strategies for Improvement:
Reading	Over the last five years (2006–2010), there has been no significant difference in student performance in the three reading skills. All reading questions are developed to measure comprehension of a text. Some measure very specific understanding (e.g., the meaning of a word or phrase used in the text); others measure a more general understanding (e.g., selection of an appropriate title that shows an understanding of the whole text).	Continue to engage students in discussions about the purpose and their interpretation of texts. Teach students to construct meaning of text actively through careful and critical reading.
	This year, scorers reported that students who received the top code (Code 30) in reading often used words from the question to focus their answer, consistently expressed complete thoughts and provided specific and relevant details from the text to support their answers.	Encourage students to develop their answers using key terms from the question. Teach students how to identify significant and relevant details in texts and connect them explicitly to the main idea of their answers.
	Scorers reported that some students appeared to have misunderstood some questions or answered only one part of a question. For example, some students answered a question about how the attitude of a character in the text changes by describing why or when a change in attitude occurs.	Encourage students to read questions carefully and underline or highlight key words in the questions to ensure they answer the questions asked. Engage students in discussions using higher-level questioning . Teach students the differences in expectations among question instructions (e.g., explain how, explain why, explain whether, describe).
	This year's data suggest that some students have difficulty answering reading questions on the OSSLT because of limited prior knowledge related to the texts appropriate up to the end of Grade 9 (e.g., how to read a compass rose on a map).	Provide all students with many opportunities in all subject areas to read and discuss a wide variety of texts that expand their general knowledge.
	In 2010, the percentage of first-time eligible students who received the top code (Code 30) on the open-response question for the information paragraph (Section V) was larger than for any other open-response question. At the same time, a larger percentage of students left this question blank, as has been the case in the past three years. These observations are true for all subgroups (e.g., males, English language learners, students with special education needs, students in applied English courses). Scorers reported that students were better able to identify the main idea of the information paragraph than to identify a relevant supporting detail for that idea.	Encourage students to attempt all questions. Continue to provide students with multiple opportunities to summarize texts by identifying the main idea and relevant supporting details. Teach students strategies to summarize texts (e.g., graphic organizers , highlighting text structure).
	This year, students performed less well on multiple-choice questions related to the effect of text organization (e.g., the order of events) on meaning than on other multiple-choice questions.	Teach students how to use the structure of different text forms to help them find the main idea and supporting details (e.g., the topic sentence or conclusion of an information paragraph, the lead in a news report).

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT BY SKILL: WRITING

Through a combination of multiple-choice questions, two short-writing tasks and two long-writing tasks (a news report and a series of paragraphs expressing an opinion), the OSSLT focuses on three writing skills:

Writing Skill 1: developing a main idea with sufficient supporting details

Writing Skill 2: organizing information and ideas in a coherent manner

Writing Skill 3: using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

	Observations:	Strategies for Improvement:
Writing	Over the last five years (2006–2010), students performed better on the short-writing tasks than on the long-writing tasks, on both topic development and use of conventions.	In order to better understand cross-curricular student needs in writing and to plan next steps, have teachers in all subjects and grades collaborate to establish common vocabulary, assessment standards and feedback about assignments that require a written response. Use the videos and learning resources associated with moderated marking and teaching and learning critical pathways .
	<p>In 2010, scorers reported that students who performed poorly on the short-writing tasks did not write in complete sentences and/or provided vague rather than specific and relevant reasons to support their response to the short-writing prompts (e.g., an explanation of their choice of an ideal job or something they would like to learn).</p> <p>As in 2009, more students did not respond to the short-writing tasks than the long-writing tasks. English language learners, students with special education needs and students taking applied English courses left a larger percentage of questions blank than did all first-time eligible students.</p>	<p>Model how to generate ideas related to a topic, select relevant supporting details and organize and present them in complete sentences (e.g., using think aloud, place mat, whole-class discussions and the Ministry-licensed graphic organizer software).</p> <p>Encourage students to attempt all questions.</p>
	<p>Over the past three years, the percentage of first-time eligible students who received the top scores for topic development (Code 50 or 60) on the series of paragraphs expressing an opinion has been increasing. This observation is true for all subgroups.</p> <p>In 2010, scorers reported that students who performed well on the series of paragraphs expressing an opinion developed a clearly stated opinion with well-organized, specific and relevant arguments. Students who performed poorly on this task wrote responses lacking in organization and simply repeated an opinion several times, or supported an opinion with vague reasons.</p>	<p>Provide frequent opportunities to practise persuasive writing (e.g., an ad campaign, a blog response, a letter to the editor, an administrator or a community leader) using different instructional strategies for non-fiction writing (e.g., graphic organizers, group writing, whole-class discussions).</p> <p>Help students analyze the organizational structure of samples of persuasive writing (e.g., rework an existing text, examine the OSSLT preparation materials and Ministry exemplars).</p> <p>Provide frequent opportunities for students to apply their understanding of organizational structure in persuasive writing (e.g., have them write a letter to the editor).</p>

	Observations:	Strategies for Improvement:
Writing (continued)	<p>This year's data indicate that students were not as successful on the news report as in previous years.</p> <p>As in 2009, more students showed a lack of understanding of the news report form than that of the series of paragraphs expressing an opinion (and received a Code 20 or below).</p> <p>This year, scorers reported that students who performed well on the news report used both the headline and the picture to develop their reports, organized their reports around the questions who, what, where, when, why and how, embedded quotations and maintained an objective reportorial tone. Students who performed poorly on the news report often wrote a personal narrative or included vague or unrelated details.</p>	<p>Provide direct instruction and models to clarify the characteristics of a newspaper report (e.g., objective point of view, use of dates and quotations) as distinct from other writing forms (e.g., personal narrative, editorial or persuasive opinion piece).</p> <p>Provide frequent opportunities for students to develop skills in non-fiction writing.</p>
	<p>As in the previous five years, students performed better using conventions than developing and supporting main ideas in the long-writing tasks. While percentages vary, this is true of all subgroups.</p>	<p>Continue to help students to use correct spelling, grammar and punctuation in writing across all subject areas.</p>

GENERAL OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT

	Observations:	Strategies for Improvement:
Lack of Success	<p>In April 2010, as was true for the entire first-time eligible student population, unsuccessful students performed less well on multiple-choice questions related to the effect of text organization (e.g., order of events) on meaning than on other multiple-choice reading questions.</p>	<p>Teach students how to use different text structures and organizational patterns to locate information, sequence main ideas and link new information to what is already known.</p>
	<p>On average, unsuccessful students continued to perform at a noticeably lower level than successful students on the long-writing tasks. Students who were not successful on writing tasks produced responses that lacked focus and supporting details and did not demonstrate control of writing conventions.</p>	<p>In all subjects, help students understand the learning intentions and the success criteria, such as those in EQAO's OSSLT scoring guides for reading and writing assignments. Have students use this understanding to self-assess and describe the quality of their work to others (e.g., peers, parents, caregivers) during student-led conferences.</p>
	<p>As in previous years, unsuccessful students left a larger percentage of questions blank than did successful students. Unsuccessful students left the summary of the information paragraph (Section V) blank more than any other open-response reading questions, as did the entire first-time eligible student population.</p> <p>There was also a slightly larger percentage of blanks left for the short-writing tasks than for the long-writing tasks.</p>	<p>Provide all students with the opportunity to review the sample OSSLT booklets available on the EQAO Web site and to practise responding to the questions within the expected timelines.</p> <p>Encourage students to attempt all questions.</p>

	Observations:	Strategies for Improvement:
Gender	As in 2009, males outperformed females on multiple-choice questions that deal with vocabulary.	Adopt practices used in schools with small gender gaps in their OSSLT results and identified in the EQAO research study <i>Towards an Understanding of Gender Differences in Literacy</i> , as follows: set high academic and behavioural expectations regardless of gender or background; develop consistent standards and understanding of effective literacy instruction among teachers of all subjects informed by practice and research; foster positive attitudes toward reading and use male role models to promote literacy as part of school culture.
	Since 2008, females have outperformed males on multiple-choice reading questions based on the implications for meaning of grammar and punctuation. Males have been closing the gap on questions that deal with the effect of text organization on meaning.	Have teachers of all subjects review recent Ministry resources for strategies that improve the literacy skills of males and also have a positive impact on all students (e.g., literature circles, differentiated instruction).
	<p>Males have outperformed females on multiple-choice questions related to the information paragraph for the last two years (2009–2010) and the news report for the last three years (2008–2010). Over the past four years (2007–2010), males matched or surpassed females' performance on the multiple-choice questions related to the graphic text.</p> <p>For the past five years (2006–2010), females have outperformed males on multiple-choice questions relating to the dialogue, which is the only fiction piece on the test.</p> <p>As in previous years, females continued to outperform males on all open-response reading items and on short-writing and long-writing tasks, for topic development and use of conventions.</p> <p>Females also continued to outperform males on virtually all writing multiple-choice questions. These focus on main ideas and supporting details, organization, grammar and punctuation.</p>	Employ effective classroom practices (e.g., providing opportunities for social interaction and talk , using the arts and technology) to support the improvement of boys' literacy skills.
English Language Learners and Students with Special Education Needs	<p>Students with special education needs performed better on the reading open-response question for the information paragraph (Section V) than on the other open-response questions, as did all students.</p> <p>As in 2009, English language learners tended to perform less well on Skill 3 multiple-choice questions, which require the making of connections between information and ideas in a reading selection and personal knowledge and experience, than on questions assessing Reading Skills 1 and 2. Students with special education needs performed equally well on the three skills. This year, students with special education needs performed less well on multiple-choice questions that dealt with the effect of text organization on meaning, as did all students.</p>	<p>Provide English language learners and students with special education needs many opportunities in all subject areas to read and discuss a wide variety of texts that expand their general knowledge.</p> <p>Through strategies such as modelling and discussion, encourage students to value their own experiences and knowledge and to link them to texts.</p> <p>Teach students different text structures and organizational patterns and how to use these to locate information, sequence main ideas and link new information to what is already known.</p>

	Observations:	Strategies for Improvement:
English Language Learners and Students with Special Education Needs (continued)	<p>This year, English language learners performed less well than other students on questions requiring them to infer the meaning of unfamiliar and technical vocabulary.</p>	<p>Expose English language learners to texts with increasingly complex ideas and vocabulary. Use strategies confirmed by research (e.g., direct vocabulary instruction and making inferences from context) to strengthen the vocabulary of English language learners.</p>
	<p>As in 2008 and 2009, English language learners and students with special education needs left a larger percentage of questions blank on most writing tasks and on open-response reading questions than did the first-time eligible student population as a whole. They also responded off-topic to a larger percentage of writing and open-response reading questions.</p>	
Course Type in English	<p>Students in applied English courses left a larger percentage of all writing tasks and open-response reading questions blank than did students in academic English courses.</p> <p>This year, as in previous years, more students in academic English courses received the top score (Code 30) on open-response reading questions than did students in applied English courses. In 2008 and 2009, the gap ranged from 13 to 32 percentage points. For the past three years, this gap has been smallest for the Skill 3 open-response question related to the dialogue.</p>	<p>Provide students taking an applied English course with many opportunities in all subject areas to read and discuss a wide variety of texts that expand their general knowledge.</p> <p>In various subjects, have students engage in discussions of subject-specific informational texts using the literature circle model.</p>

RESOURCES

EQAO reminds educators to use the OSSLT preparation materials posted on the EQAO Web site to prepare students for writing the test: the *Planning and Preparation Guide*, the *Getting Ready Guide*, the released OSSLT materials (previous tests and scoring guides), the sample test materials, and the *Characteristics of Successful and Unsuccessful Student Performance on the OSSLT*. School success stories, also available on the EQAO Web site, provide information about school-wide strategies to improve student literacy skills.

List of Resources (2010)

Resources are listed in alphabetical order by topic.

For more information about

Constructing meaning of text, go to

- pages 2–6 of “Engaging in Reading: Reading Between the Lines/Inference—Reading Strategies” in *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/thinklitEnglish.pdf> and
- pages 40–43 of “Engaging in Reading: Reading Between the Lines—Reading Strategies” in *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Reading.pdf>.

Differentiated instruction, go to

- the Literacy and Numeracy Secretariat webcast *Differentiated Instruction: Continuing the Conversation*: <http://www.curriculum.org/secretariat/march29.shtml>;
- pages 14–15 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs*: <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>;
- Building Upon Our Successes*, the Literacy and Numeracy Secretariat webcast on differentiated instruction strategies designed to meet the diverse needs of all students, including learners who may be at risk: <http://www.curriculum.org/secretariat/september28.shtml> and
- Learning for All, K–12 (Draft)*: http://www.ontariodirectors.ca/L4All/L4A_en.html.

English language learners, go to

- pages 23–26 of *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom*: <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>;
- the webcast *Teaching and Learning in Multilingual Ontario*: <http://www.curriculum.org/secretariat/december7.shtml> and
- EQAO *Connects*, Winter 2008, “View from the Front of the Class: Preparing for the OSSLT”: <http://www.eqao.com/eMagazine/2008/01/eMagazine.aspx?Lang=E>.

Graphic organizers, go to

- The Road Ahead: Boys’ Literacy Teacher Inquiry Report, 2005 to 2008*: http://www.edu.gov.on.ca/eng/curriculum/RoadAhead2009_Supplement.pdf;
- pages 2–7 of “Engaging in Reading: Computerized Graphic Organizers” in *Think Literacy: Computer Integration*: <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitComputerIntegration.pdf> and
- pages 70–73 of *Think Literacy: Family Studies, Grades 9–10*: <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitFamilyStudies.pdf>.

Group writing, go to page 80 of “Generating Ideas: Adding Content (Pass It On!)” in *Think Literacy: Health and Physical Education, Grades 7–10*:

<http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf>.

Literacy skills of males, go to

- pages 17–21 of *Me Read? No Way! A Practical Guide to Improving Boys’ Literacy Skills*: <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>;
- the video *Read Anything Good Lately? Boys, Books and Reading*: <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>;

List of Resources (continued)

- *Boys' Literacy Teacher Inquiry: Work Plan Support Booklet* (June 2008): <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>;
- *Engaging Boys: Powerful Possibilities for All Learners* videos and resources (Ontario Ministry of Education, November 2009): <http://www.curriculum.org/secretariat/engaging/index.shtml>;
- *Me Read? And How!: Ontario Teachers Report on How to Improve Boys' Literacy Skills* (Ontario Ministry of Education): http://www.edu.gov.on.ca/eng/curriculum/meRead_andHow.pdf;
- *What Current Research Tells Us*: <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html> and
- *What Works? Research into Practice—“Boys’ Underachievement: Which Boys Are We Talking About?”*: <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf>.

Literature circles, go to literature circles videos and learning resources (Ontario Ministry of Education, January 2010): <http://www.curriculum.org/secretariat/circles/index.shtml>.

Main idea, go to

- pages 6–7 and pages 59–60 of *Think Literacy: Mathematics Subject-Specific Examples, Grades 7–9*: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf>;
- pages 26–32 of *Think Literacy: Health and Physical Education, Grades 7–10*: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf> and
- pages 48–58 of *Think Literacy: Family Studies, Grades 7–10*: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitFamilyStudies.pdf>.

Making inferences from context, go to page 5 of “Capacity Building Series—A World of Words: Enhancing Vocabulary Development for English Language Learners”: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf.

Moderated marking, go to

- http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and
- the webcast *Teacher Moderation: Collaborative Assessment of Student Work*: <http://www.curriculum.org/secretariat/september10.shtml>.

Non-fiction writing, go to

- *High-Yield Strategies to Improve Student Learning—Part 4: Teaching Non-Fiction Writing, Clip 1, Reading Conference: Text Structure*: <http://www.curriculum.org/secretariat/may2.shtml>;
- *Non-Fiction Writing, Connie Wright: Persuasive Writing: Deconstructing a Newspaper Article*: <http://www.curriculum.org/secretariat/april18.shtml>;
- *Non-Fiction Writing, Bridget Scime: Report Writing*: <http://www.curriculum.org/secretariat/april18.shtml>;
- *Quality Teaching: It's Intentional, Douglas Reeves: Non-Fiction Writing*: <http://www.curriculum.org/secretariat/april21.shtml>;
- Pages 112–122 of “Writing Strategies” in *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Writing.pdf> and
- “Capacity Building Series—Non-Fiction Writing for the Junior Student”: <http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf>.

OSSLT preparation materials, go to “Educator Resources” on the EQAO Web site: <http://www.eqao.com/Educators/Secondary/10/10.aspx?Lang=E&gr=10>.

Place mat, go to pages 162–164 of “Oral Communication” in *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Oral.pdf>.

Questioning, go to

- the Literacy and Numeracy webcast *Quality Teaching: It's Intentional*, Annette Woods: Critical Literacy: <http://www.curriculum.org/secretariat/april21.shtml>;
- the video *Developing Thinking Skills Through Higher-Level Questioning*: https://admin.na3.acrobat.com/_a59783387/thinkingskills and
- *The Key to Good Assessments*: http://www.eqao.com/eMagazine/2009/issue_1/eMagArticle.aspx?Lang=E&ArticleID=04&ItemID=41.

Social interaction and talk, go to pages 32–37 of *Me Read? And How!: Ontario Teachers Report on How to Improve Boys' Literacy Skills*: http://www.edu.gov.on.ca/eng/curriculum/meRead_andHow.pdf.

List of Resources (continued)

Structure, go to pages 16–19 of “Getting Ready to Read: Finding Organizational Patterns—Reading Strategies” in *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>.

Student-led conferences, go to *Student-Led Conferences* (Ontario Ministry of Education, April 2010), “Learning Intentions and Success Criteria” video and viewer’s guide: <http://www.curriculum.org/secretariat/studentled/informing.html> and <http://www.curriculum.org/secretariat/studentled/files/SLCViewerGuide.pdf>.

Students with special education needs, go to *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6*: <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>.

Subject areas, go to

- *Think Literacy: Cross-Curricular Approaches, Grades 7–12* for subject-specific examples: *Science and Technology, Grades 7–8* and *Science, Grade 9 Applied (2004–2005)*; *Health and Physical Education, Grades 7–10 (2004)* and *Geography, Grades 7–9 (2004)*: <http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specific.html> and
- the video *Think Literacy: Embedding Literacy Strategies into Daily Instruction*: https://admin.na3.acrobat.com/_a59783387/thinkliteracy/.

Summarizing texts, go to

- the Literacy and Numeracy Secretariat webcast *Teaching for Understanding: Summarization*: <http://www.curriculum.org/secretariat/january30TU.shtml>;
- pages 60–65 of “Engaging in Reading: Making Notes” in *Think Literacy: Cross Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>.

Teaching and learning critical pathways, go to “Capacity Building Series—Teaching-Learning Critical Pathways”: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf.

Text forms, go to pages 6–7 and 38–45 of “Getting Ready to Read: Previewing a Text” in *Think Literacy: Family Studies, Grades 7–12*: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitParenting.pdf>.

Think aloud strategy and sample lessons, go to pages 44–47 and pages 56–59 of “Reading Strategies” in *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>.

Towards an Understanding of Gender Differences in Literacy, go to http://www.eqao.com/Research/pdf/E/Towards_an_Understanding_of_Gender_Differences_in_Literacy_Achievement.pdf.

Vocabulary, go to “Capacity Building Series—A World of Words: Enhancing Vocabulary Development for English Language Learners”: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf.

Whole-class discussions, go to page 144, “Triangle Debate” in *Think Literacy: Health and Physical Education, Grades 7–10*: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf>.

EQAO Connects is a webmag that provides educators with information about EQAO assessments and ideas to develop the literacy and math skills they assess. The following are examples of articles especially well-suited to improving literacy learning:

- *EQAO Connects*, Fall 2009, “The Key to Good Assessments”: http://www.eqao.com/eMagazine/2009/issue_1/eMagArticle.aspx?Lang=E&ArticleID=04&ItemID=41;
- *EQAO Connects*, Spring 2008, “View from the Front of the Class: Improving Literacy Instruction: A Cross-Curricular Approach”: <http://www.eqao.com/eMagazine/2008/05/eMagazine.aspx?Lang=E> and
- *EQAO Connects*, Spring 2007, “View from the Front of the Class: A Teacher’s Perspective: Starting Early: Preparing Struggling Readers and Writers for the OSSLT”: <http://www.eqao.com/eMagazine/2007/03/eMagazine.aspx?Lang=E>.

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