



# ASSESSMENT OF READING, WRITING AND MATHEMATICS, JUNIOR DIVISION (GRADES 4–6)

Individual Student Report, 2019

## EXAMPLE, STUDENT

Ontario education number: **123-456-789**  
 School: **Example School (000000)**  
 School board: **Example Board**

## Your Child's RESULTS

EQAO's junior-division assessment tests the reading, writing and mathematics skills students are expected to have gained by the end of Grade 6. For more information about EQAO assessments and about typical student performance at each level of achievement, see page 2 of this report and "A Parent's Guide to Understanding Your Child's Results," available at [www.eqao.com](http://www.eqao.com) (click "Parents" then "Grade 6, Junior Division").

	<b>NE 1</b> Not enough evidence to be assigned a Level 1	<b>Level 1</b> Much below the provincial standard	<b>Level 2</b> Approaches the provincial standard	<b>Level 3</b> Meets the provincial standard	<b>Level 4</b> Surpasses the provincial standard
<b>Reading:</b> attempted 36 of 36 questions				■	
<b>Writing:</b> attempted 14 of 14 questions				■	
<b>Mathematics:</b> attempted 36 of 36 questions				■	

Each level represents a range of achievement. The position of the ■ shows where, within the range, your child's result is located (from low to high).

## Your Child's Results on the Primary-Division Assessment (Grade 3, 2016)

**Reading** Level 2 (approaches the provincial standard)

**Writing** Level 3 (meets the provincial standard)

**Mathematics** Level 3 (meets the provincial standard)

## Supporting Your Child's LEARNING

Talk to your child's teacher about how these results compare to your child's daily classroom work and assessment information. Discuss how you can work together to support your child's learning.

Here are some suggestions, based on the level your child achieved, that you may find helpful in supporting his or her learning at home.

### Reading

- Talk with your child daily about what he or she is reading.
  - Talk about how the people and situations in the text are similar to or different from his or her own experiences.
  - Ask your child for his or her opinion about how situations and problems are resolved in different texts.
- Listen to your child read aloud.
  - Have your child explain how the author uses words and images to make people and events believable and ideas persuasive.

### Writing

- Have your child read his or her writing aloud and talk about
  - the words and phrases that are confusing and those that make the meaning clear.
  - how to group ideas into well-developed paragraphs that make the main idea clear.
  - which linking words help the reader follow the sequence of ideas.

### Mathematics

- Have your child help you solve everyday problems and talk about how your child can use what he or she is learning in mathematics.
- Play games that require a variety of reasoning skills (e.g., identifying relationships among numbers, grouping and classifying information, estimating, comparing answers to questions).
- Have your child solve a problem in different ways and talk about the advantages and disadvantages of each.
- Talk about the importance of mathematics in everyday activities.

## LEVELS OF ACHIEVEMENT AT A GLANCE

### Description of Typical Student Performances on EQAO's Junior-Division Assessment at the Four Levels of Achievement

Level	Description	Reading	Writing	Mathematics
<b>Level 4</b>	Student performance at this level surpasses the provincial standard. Corresponds to an A– to A+	<p><b>For Level 4, students typically</b></p> <ul style="list-style-type: none"> <li>make accurate predictions, inferences and interpretations about the ideas, people and events in reading materials</li> <li>draw clear and insightful conclusions about the situations and problems in what they read</li> <li>support their opinions with relevant and specific details from reading materials</li> <li>connect their interpretations to their background knowledge and personal experiences</li> </ul>	<p><b>For Level 4, students typically</b></p> <ul style="list-style-type: none"> <li>develop ideas with details that make their main idea clear and consistent</li> <li>select words and phrases that make their meaning clear</li> <li>organize ideas logically into well-developed paragraphs with effective transition words</li> <li>use a variety of organizational patterns to structure their writing</li> <li>combine sentences in different ways using a variety of connecting words</li> <li>include relevant details, personal thoughts and effective word choices to make their writing interesting and engaging</li> </ul>	<p><b>For Level 4, students typically</b></p> <ul style="list-style-type: none"> <li>recognize the relationship between mathematical problems and real-life situations</li> <li>use a variety of reasoning skills (e.g., identifying relationships among numbers, grouping and classifying information, estimating, comparing answers to questions) to solve multi-step problems accurately</li> <li>clearly show mathematical thinking and processes through charts, graphs, geometric figures and shapes, number concepts, formulas and expressions</li> <li>evaluate their answers and explain why their solutions are reasonable</li> </ul>
<b>Level 3</b>	Student performance at this level meets the provincial standard. Corresponds to a B– to B+	<p><b>For Level 3, students typically</b></p> <ul style="list-style-type: none"> <li>clearly explain the meaning of what they read</li> <li>give opinions about what they read and provide reasons and relevant details as support</li> <li>compare the ideas and events in the reading to other experiences and situations</li> </ul>	<p><b>For Level 3, students typically</b></p> <ul style="list-style-type: none"> <li>clearly express ideas with relevant supporting details, but some details may be vague or limited</li> <li>organize ideas into paragraphs</li> <li>use dialogue, quotations, word choice, etc., to help the flow of ideas</li> <li>use conventional spelling, punctuation and grammar</li> </ul>	<p><b>For Level 3, students typically</b></p> <ul style="list-style-type: none"> <li>select and correctly use operations and formulas to solve multi-step problems, and clearly explain their results</li> <li>recognize when problems require more information than provided, and fill in gaps to arrive at solutions</li> <li>check solutions for reasonableness</li> </ul>
<b>Level 2</b>	Student performance at this level approaches the provincial standard. Corresponds to a C– to C+	<p><b>For Level 2, students typically</b></p> <ul style="list-style-type: none"> <li>use the information in the question to determine an appropriate answer</li> <li>paraphrase the important ideas in what they read</li> <li>make predictions and draw simple conclusions about people and events based on personal experiences and their understanding of what they are reading</li> <li>choose few or less significant details from the reading selection to support their answer</li> </ul>	<p><b>For Level 2, students typically</b></p> <ul style="list-style-type: none"> <li>provide few details to support and develop ideas</li> <li>use simple logical structures (e.g., simple sequence, introduction/conclusion) but may include details that are confusing or sound like a simple list</li> <li>use some common transition words (e.g., first, next, secondly) to link ideas</li> <li>make simple sentences with accurate punctuation</li> <li>spell familiar grade-level words correctly or phonetically</li> </ul>	<p><b>For Level 2, students typically</b></p> <ul style="list-style-type: none"> <li>use computational skills (addition, subtraction, multiplication, division) and procedures accurately when solving familiar problems</li> <li>use the information in the question to plan a solution but may not check it for reasonableness</li> <li>show their mathematical thinking with a few words and simple sketches</li> </ul>
<b>Level 1</b>	Student performance at this level is much below the provincial standard. Corresponds to a D– to D+	<p><b>For Level 1, students typically</b></p> <ul style="list-style-type: none"> <li>show a very basic understanding of who and what the reading is about</li> <li>understand some important ideas in their reading but may miss the main idea</li> <li>make weak, simple predictions about the people and events in the text, based on personal experiences</li> </ul>	<p><b>For Level 1, students typically</b></p> <ul style="list-style-type: none"> <li>include a few simple ideas with minimal development</li> <li>structure writing through simple sequencing or listing, but ideas may be repeated or confusing</li> <li>use some simple sentences that may or may not include basic punctuation</li> </ul>	<p><b>For Level 1, students typically</b></p> <ul style="list-style-type: none"> <li>rely only on addition and subtraction and familiar procedures when answering questions</li> <li>use simple one-step rules and strategies to solve most problems</li> <li>create a solution when all of the information and steps are provided in the question</li> <li>use a limited mathematical vocabulary (terminology, symbols, visuals) to explain their work</li> </ul>

## UNDERSTANDING YOUR CHILD'S RESULTS ON EQAO'S JUNIOR-DIVISION ASSESSMENT

Each year, Ontario students in Grade 6 write a province-wide test of their literacy and mathematics skills. EQAO's Assessment of Reading, Writing and Mathematics, Primary Division (Grade 6) is based on the same reading, writing and mathematics curriculum expectations that teachers use to structure students' daily classroom experiences. Learn more about the EQAO assessments and their connections to the curriculum at [www.eqao.com](http://www.eqao.com) (click "Parents" then "Grade 6, Junior Division").

**Students completed two test booklets (one for language and one for mathematics). They were asked to do the following:**

### Language—Reading

read four types of texts and answer multiple-choice and open-response questions (i.e., where students write out their answer) about the information and ideas in these texts

### Language—Writing

write two short texts and one longer text and answer multiple-choice questions about developing a topic and about the use of conventions (spelling, grammar and punctuation)

### Mathematics

answer multiple-choice and open-response questions (i.e., where students show their work, explain how they solve problems) related to various strands of mathematics

## Your Child's RESULTS

Your child's EQAO results shown on page 1 of this report are an important, objective indicator of his or her reading, writing and mathematics achievement in relation to the provincial standard. The provincial standard is Level 3, which corresponds to a B- to B+. The four achievement levels are the same levels teachers use in the classroom and on report cards to evaluate students' progress. The results indicate where your child is doing well and where your child may need to improve. The descriptions of the four levels of achievement on the EQAO assessments on page 2 of this report will provide you with a clearer picture of what students at each level typically can do.

Your child's results on the primary-division assessment (Grade 3) show how he or she has progressed over time.

## Supporting Your Child's LEARNING

This report also suggests some specific strategies that you can use to support your child's learning. Helping your child be successful should involve a collaborative relationship among you, your child and your child's teacher. Information about your child's performance on an EQAO assessment should always be considered together with information about assessments conducted by his or her teacher. EQAO's research shows that meeting the provincial standard in the early grades is a strong predictor of meeting it again later. If your child has not met the provincial standard, speak with his or her teacher about what interventions can support his or her learning. For more information, see "A Parent's Guide to Understanding Your Child's Results," available at [www.eqao.com](http://www.eqao.com) (click "Parents" then "Grade 6, Junior Division").

The following questions may assist you in reflecting on your child's results and in engaging in discussions with your child's teacher:

- Did my child meet the provincial standard in reading, writing and mathematics?
- What are my child's strengths?
- What are my child's areas for growth?
- Are there similarities and differences among my child's results for reading, writing and mathematics?
- How do the EQAO results match what I already know about my child's classroom work?
- How can I best support my child's learning at home?
- What can my child do to improve his or her learning in reading, writing and mathematics?
- What questions do I have about my child's results?

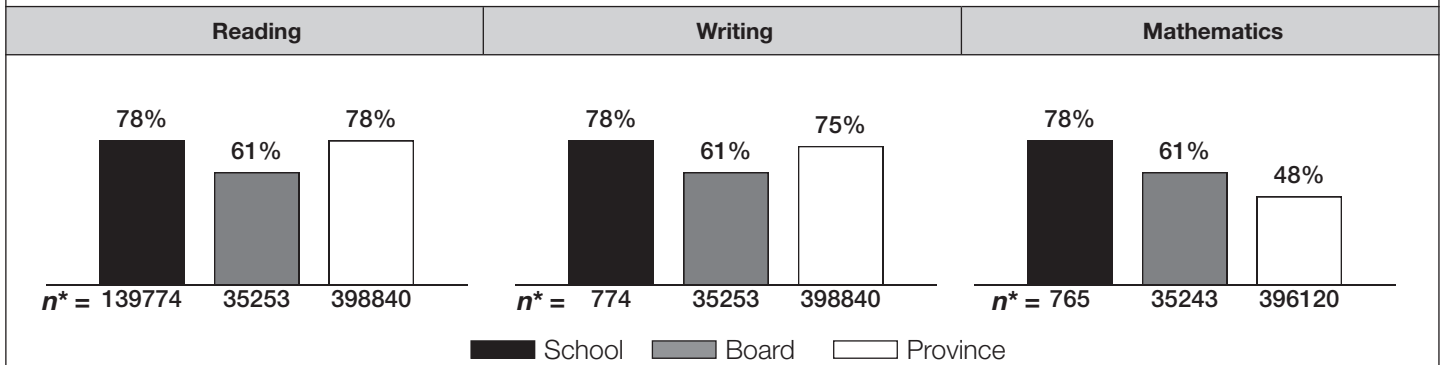
## School REPORT

EQAO assessments support the accountability of the publicly funded school system to parents and the public. The school report on page 4 shows how your school is doing in relation to the board and province and can help you understand your child's achievement in relation to other students in your school. Talk to your child's teacher or principal about how this report can be used to help you better understand the importance of EQAO results for strengthening the learning program in your child's school.

This report provides information to help you take part in conversations about supporting student achievement. Detailed school, school-board and provincial reports are available at [www.eqao.com](http://www.eqao.com).

Combined Results for Three Years (2017–2019):

Percentage of All Grade 6 Students in the School, Board and Province at or Above the Provincial Standard



Each bar represents the percentage of students meeting the provincial standard out of all the students in the school, board or province at the grade level for the past three years.

\* The number (n) below each bar is the combined number of students over the three-year period in the school, board or province.

Percentage of Grade 6 Students in the School in Each Reporting Category, 2019

Reading 250					Writing 250					Mathematics 251				
Other	Level 1	Level 2	Level 3	Level 4	Other	Level 1	Level 2	Level 3	Level 4	Other	Level 1	Level 2	Level 3	Level 4
2%	6%	21%	61%	9%	2%	9%	16%	64%	9%	3%	8%	16%	70%	3%

Percentages may not add up to 100%, due to rounding.

"Other" includes the categories NE1, No Data and Exempt.

Grade 6 Student Questionnaire Results, 2019

	School	Board	Province
Number of students	243	11245	136234
Percentage of Students Responding "Sometimes" or "Most of the Time"			
I like mathematics.	81%	84%	87%
I like to read.	93%	97%	97%
I like to write.	94%	90%	91%
Percentage of Students Responding "1 to 3 Times a Week" or "Every Day or Almost Every Day"			
I participate in art, music or drama activities.	49%	37%	39%
I participate in sports or other physical activities.	68%	73%	68%

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

