Using EQAO Information to Improve Student Learning

Junior Division

Ontario conducts province-wide tests of students' literacy and math skills at key stages of their education. This contributes to public accountability and to the continuous improvement of every student in Ontario’s publicly funded education system.

These tests are conducted by the Education Quality and Accountability Office (EQAO), an agency of the Government of Ontario.
About the Education Quality and Accountability Office

The Education Quality and Accountability Office (EQAO) is an independent provincial agency funded by the Government of Ontario. EQAO’s mandate is to conduct province-wide tests at key points in every student’s primary, junior and secondary education and report the results to educators, parents and the public.

EQAO acts as a catalyst for increasing the success of Ontario students by measuring their achievement in reading, writing and mathematics in relation to Ontario Curriculum expectations. The resulting data provide a gauge of quality and accountability in the Ontario education system.

The objective and reliable assessment results are evidence that adds to current knowledge about student learning and serves as an important tool for improvement at all levels: for individual students, schools, boards and the province.
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A Parent’s Guide to Understanding Your Child’s Results

Each year, Ontario students in Grade 3 and Grade 6 write province-wide tests of their literacy and mathematics skills. EQAO’s Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are based on the same reading, writing and mathematics curriculum expectations that teachers use to structure students’ daily classroom experiences.

Each student who writes an assessment receives an Individual Student Report that describes his or her achievement on the assessment. The results are reported according to the province’s four achievement levels. These are the same levels teachers use in the classroom and on report cards to evaluate students’ progress. The provincial standard is Level 3, which corresponds to a B− to B+.

Your child’s EQAO results are an important, objective indicator of his or her reading, writing and mathematics achievement in relation to the provincial standard. The descriptions of student performance on EQAO assessments in this guide will provide you with a clearer picture of what an EQAO level designation means in terms of your child’s performance on the assessments. This guide also suggests some specific strategies that you can use to support your child’s learning. Helping your child be successful requires a partnership between teachers and you. Information about your child’s performance on an EQAO assessment should always be considered together with his or her classroom assessment information.

Click the link below to help you better understand your child’s results on the EQAO assessment and how to support his or her learning.

How to Use This Guide (Grade 6)
How to Use This Guide

There are several ways to use this guide to help you better understand your child’s results and how to support his or her learning. You could:

1. **Identify your child’s results in reading, writing and mathematics and then go to each subject result link to**
   - Read what a typical student performance at your child’s level of achievement looks like;
   - Find possible strategies to help your child improve and
   - Look at samples of student work at each level on an EQAO assessment;

2. **Read the Descriptions of Typical Student Performances charts to better understand the progression of knowledge and skills through the different levels of achievement**

3. **Learn more about the curriculum, at www.edu.gov.on.ca.**

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**Reading**
- Level 1
- Level 2
- Level 3
- Level 4

**Writing**
- Level 1
- Level 2
- Level 3
- Level 4

**Mathematics**
- Level 1
- Level 2
- Level 3
- Level 4

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**Levels of Achievement at a Glance page 95**
This chart describes a typical student performance on EQAO’s junior-division assessment at each of the four levels of achievement.
Junior Reading

Students were asked to
- read four types of texts: narrative (e.g., imaginary or real stories, folk tale), information (e.g., instructions, articles, reports), poem (free verse or closed form) and graphic (e.g., diagram, posters, flow chart, Web page) and
- answer multiple-choice and open-response questions (i.e., where students write out their answer) about the information and ideas in these texts.

For a Level 1 reading result, students typically
- show a very basic understanding of who and what the reading is about.
- understand some important ideas in their reading but may miss the main idea.
- make weak, simple predictions about the people and events in the text, based on personal experiences.

Here are some suggestions, based on a Level 1 achievement result, that you might find helpful in supporting your child’s learning at home.
- Talk with your child daily about what he or she is reading.
  - Ask your child to predict what might happen next.
  - Talk about things he or she already knows about the topic.
- Listen to your child read aloud.
  - Have your child retell the main parts of the text.
  - Ask your child to reread the parts he or she finds important or interesting.

Additional Information

Sample Reading Responses at Level 1
The sample responses are from one student’s body of work in reading at Level 1. One student’s work is used to provide a more comprehensive view of the characteristics of an overall performance on an EQAO assessment.

Descriptions of Typical Student Reading Performances
This chart describes a typical student performance in reading on EQAO’s junior-division assessment at the four levels of achievement.

Examples of EQAO Test Questions
The student assessment booklets contain actual questions from the assessments. The scoring guides contain examples of student work corresponding to each score code.

Tips and Tools for Parents
Additional strategies and information for helping your child with reading, writing and mathematics

Return to Junior-Division Guide (Grade 6) Menu
The sample responses on the following pages are selected from one student’s body of work to illustrate some common characteristics of work at Level 1 and possible areas for growth that can be observed among several responses.

**OBSERVATION**

The responses are based on prior knowledge, but indicate basic, literal comprehension only and an inconsistent grasp of the whole text and the questions. Connections to specific, appropriate text details would ensure more accurate answers.

---

**SAMPLE ANSWER**

How is Jessica influenced by the work Brandon does? Use specific details from the text and your own ideas to support your answer.

Jessica was having fun watching her brother take out the weeds. She was asking why he was doing it and he told her.

---

**SAMPLE ANSWER**

Is the title “Digging for Gold” an appropriate choice for this text? Use specific details from the text to support your answer.

Yes I think so and I don’t bc it is a good book but digging for gold sands like a treasure hunt.
“Digging for Gold”

**OBSERVATION**

The responses indicate basic, literal comprehension based in part on prior knowledge, but an inability to draw inferences from specific text details. In the second question, the inference may be accurate based on the student’s prior knowledge, but it doesn’t take into consideration the whole text or Jessica’s reply that she wants to buy something.

**SAMPLE ANSWER**

Paragraph 6 states that the dandelions’ yellow flowers

A look very nice.

B turn into seeds. *

C are difficult to dig.

D are worth one dollar.

**SAMPLE ANSWER**

In paragraph 9, Jessica is “blowing and shaking” dandelions because

F she wants them to grow back. *

G they look like white pompoms.

H her grandfather asks her to pick them.

J she likes the way the yellow flowers look.

“Canadian Pump Brings Water to the World”

**OBSERVATION**

The responses demonstrate a literal understanding of specific details of the text rather than the whole. The responses suggest that the student doesn’t read for a main idea or understand the purposes of texts.

**SAMPLE ANSWER**

The main idea of this text is that two Canadians developed a pump that

A is easy to use and fix.

B is made of heavy steel.

C holds up in wet weather.

D uses a coloured plastic tube.

**SAMPLE ANSWER**

The purpose of this text is to

F tell a story about an inventor.

G celebrate a Canadian invention. *

H create interest in the country of Malawi.

J persuade people to use the Unimade pump.
**SAMPLE ANSWER**

Explain how the characteristics of the Unimade pump make it an important invention. Use specific details from the text and your own ideas to support your answer.

```
The pump was made to send water to countries that needed it. Like the dry countries, like Mexico.
```

**SAMPLE ANSWER**

Which paragraph in this text describes the challenge facing Professors Plumtree and Rudin?

- F Paragraph 1
- G Paragraph 3
- H Paragraph 5 *
- J Paragraph 7
**OBSERVATION**

The responses repeat some information from the questions and attempt an answer but do not respond effectively to what the questions are asking.

---

**SAMPLE ANSWER**

What makes the security features easy to use? Use two examples from the text to support your answer.

I think that the security thing is helping with the banks.

---

**SAMPLE ANSWER**

In the sentence “Knowing how to recognize counterfeit money just makes cents!” what is the significance of the word “cents”? Use information from the text and your own ideas to support your answer.

Recognizing counterfeit money is really hard to do.
The responses suggest a reliance on prior knowledge or reference to text details that are irrelevant to the context of the questions, or indicate an inconsistent grasp of the text details.

SAMPLE ANSWER

A “watermark” is most like a
- F dark stain.
- G faint design.
- H metallic image.
- J colourful thread.

SAMPLE ANSWER

The images of the individual security features accompany the text boxes to
- F provide a closer view.
- G contrast with older bills.
- H repeat information in the text boxes.
- J demonstrate the queen’s appearance.
Students were asked to
- read four types of texts: narrative (e.g., imaginary or real stories, folk tale), information (e.g., instructions, articles, reports), poem (free verse or closed form) and graphic (e.g., diagram, posters, flow chart, Web page) and
- answer multiple-choice and open-response questions (i.e., where students write out their answer) about the information and ideas in these texts.

For a Level 2 reading result, students typically
- use the information in the question to determine an appropriate answer.
- paraphrase the important ideas in what they read.
- make predictions and draw simple conclusions about people and events based on personal experiences and their understanding of what they are reading.
- choose few or less-significant details from the reading selection to support their answer.

Here are some suggestions, based on a Level 2 achievement result, that you might find helpful in supporting your child's learning at home.
- Talk with your child daily about what he or she is reading.
  - Ask your child to explain and tell the meaning of what he or she reads.
  - Have your child provide reasons for a person's thoughts, feelings or actions.
- Listen to your child read aloud.
  - Have your child summarize the main idea and supporting details after reading.

Additional Information

Sample Reading Responses at Level 2
The sample responses are from one student’s body of work in reading at Level 2. One student's work is used to provide a more comprehensive view of the characteristics of an overall performance on an EQAO assessment.

Descriptions of Typical Student Reading Performances
This chart describes a typical student performance in reading on EQAO's junior-division assessment at the four levels of achievement.

Examples of EQAO Test Questions
The student assessment booklets contain actual questions from the assessments. The scoring guides contain examples of student work corresponding to each score code.

Tips and Tools for Parents
Additional strategies and information for helping your child with reading, writing and mathematics
The responses demonstrate a literal understanding that draws on some prior knowledge and some simple inferences from unrelated details of the text, but they suggest a lack of understanding of the main ideas.

**SAMPLE ANSWER**

How is Jessica influenced by the work Brandon does? Use specific details from the text and your own ideas to support your answer.

Jessica is influenced by the work Brandon does because when Brandon was pulling the weeds out from the ground Jessica looked very interested. She also showed him how to pull them out the right way.

**SAMPLE ANSWER**

Is the title “Digging for Gold” an appropriate choice for this text? Use specific details from the text to support your answer.

No, the title “Digging for Gold” is not an appropriate choice for this text because Digging for Gold sounds like you are looking for something under the ground. Better than...

“Digging for Gold”
“Digging for Gold”

**OBSERVATION**

The responses are partially accurate based on prior knowledge and details of the text but suggest only a straightforward, literal understanding of the text. Although the flowers do look like white pompoms, the student has missed the context of Jessica’s actions.

**SAMPLE ANSWER**

Paragraph 6 states that the dandelions’ yellow flowers

A look very nice.  
B turn into seeds.  
C are difficult to dig.  
D are worth one dollar.

“Canadian Pump
Brings Water to the World”

**OBSERVATION**

The responses are accurate and based on explicit details of the text. The selected answers suggest an understanding of the important ideas in the text.

**SAMPLE ANSWER**

In paragraph 9, Jessica is “blowing and shaking” dandelions because

F she wants them to grow back.  
G they look like white pompoms.  
H her grandfather asks her to pick them.  
J she likes the way the yellow flowers look.

**SAMPLE ANSWER**

The main idea of this text is that two Canadians developed a pump that

A is easy to use and fix.  
B is made of heavy steel.  
C holds up in wet weather.  
D uses a coloured plastic tube.

**SAMPLE ANSWER**

Which paragraph in this text describes the challenge facing Professors Plumtree and Rudin?

F Paragraph 1  
G Paragraph 3  
H Paragraph 5  
J Paragraph 7
**OBSERVATION**

The responses are accurate and based on explicit details from the text but miss key words in the question. The first response doesn’t identify characteristics of the pump or how these characteristics link to the pump’s importance. The second response describes what Canada does but not the implied benefit of the project to Canada.

---

**SAMPLE ANSWER**

Explain how the characteristics of the Unimade pump make it an important invention. Use specific details from the text and your own ideas to support your answer.

The Characteristics of the Unimade pump make it an important invention because other countries like Africa, India etc. get a chance to really drink clean water.

---

**SAMPLE ANSWER**

Explain whether this project is a good one for Canada to support. Use specific details from the text and your own ideas to support your answer.

This project is a good one for Canada to support because it is giving the less fortunate countries like Africa, India, Malawi etc. clean pure water to drink for a change.

---

“Canadian Pump Brings Water to the World”
**Observation**

The response indicates a simple inference, because the reader seems to be aware of the play on words, but it doesn’t link back to the text.

**Sample Answer**

In the sentence “Knowing how to recognize counterfeit money just makes cents!” what is the significance of the word “cents”? Use information from the text and your own ideas to support your answer.

The significance of the word “cents” was to tricks you because their talking about money.

---

**Observation**

The responses are accurate based on explicit details of the text and the visuals.

**Sample Answer**

A “watermark” is most like a

- dark stain.
- faint design.
- metallic image.
- colourful thread.

---

**Sample Answer**

Which feature can you see only if you hold the bill up to the light?

- the hologram
- the perfect 20
- the raised printing
- the changes in the security thread
Students were asked to
- read four types of texts: narrative (e.g., imaginary or real stories, folk tale), information (e.g., instructions, articles, reports), poem (free verse or closed form) and graphic (e.g., diagram, posters, flow chart, Web page) and
- answer multiple-choice and open-response questions (i.e., where students write out their answer) about the information and ideas in these texts.

For a Level 3 reading result, students typically
- clearly explain the meaning of what they read.
- give opinions about what they are reading and provide reasons and relevant details as support.
- compare the ideas and events in the reading to other experiences and situations.

Here are some suggestions, based on a Level 3 achievement result, that you might find helpful in supporting your child’s learning at home.
- Talk with your child daily about what he or she is reading.
  - Talk about how the people and situations in it are similar to or different from your 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.
The sample responses on the following pages are selected from one student's body of work to illustrate some common characteristics of work at Level 3 and possible areas for growth that can be observed among several responses.

**OBSERVATION**

The responses indicate accurate inferences and conclusions based on an understanding of both explicit details and implicit ideas in the text. The support the student has offered doesn’t elaborate on connections between the inferences and the text.

---

**SAMPLE ANSWER**

How is Jessica influenced by the work Brandon does? Use specific details from the text and your own ideas to support your answer.

Jessica is in a way in which Jessica notice that you can make money from doing simple jobs like picking dandelions or other weeds for money.

---

**SAMPLE ANSWER**

Is the title “Digging for Gold” an appropriate choice for this text? Use specific details from the text to support your answer.

I think this title is a very appropriate use of the text for this article. I think this because it relates back to how picking (digging) dandelions for money (gold) is just like digging for gold.

---

“Digging for Gold”
**OBSERVATION**

The responses are accurate and based on prior knowledge and a close reading of details in the text, suggesting an understanding of the important ideas implied by it.

**SAMPLE ANSWER**

Paragraph 6 states that the dandelions’ yellow flowers

A. look very nice.
B. turn into seeds. *
C. are difficult to dig.
D. are worth one dollar.

**SAMPLE ANSWER**

In paragraph 9, Jessica is “blowing and shaking” dandelions because

F. she wants them to grow back. *
G. they look like white pompons.
H. her grandfather asks her to pick them.
J. she likes the way the yellow flowers look.

**OBSERVATION**

The responses demonstrate an understanding of the whole text but miss some specific details. The student may not have revisited or reread the text when choosing an answer to the first question. Paragraph 7 describes a solution to the challenges rather than the challenges themselves.

**SAMPLE ANSWER**

Which paragraph in this text describes the challenge facing Professors Pluntree and Rudin?

F. Paragraph 1
G. Paragraph 3
H. Paragraph 5 *
I. Paragraph 7

**SAMPLE ANSWER**

The purpose of this text is to

F. tell a story about an inventor.
G. celebrate a Canadian invention. *
H. create interest in the country of Malawi.
J. persuade people to use the Unimade pump.
OBSERVATION

The responses are accurate and supported but are based on limited references to text details. The student has expressed a personal opinion, but the selected details are repetitive or are not elaborated on. Although the first response states that the pump is useful and well used (implying importance), it doesn’t mention the characteristics that make it useful. The second response doesn’t elaborate on how a better social name is good for Canada and is not supported with relevant details.

SAMPLE ANSWER

Explain how the characteristics of the Unimade pump make it an important invention. Use specific details from the text and your own ideas to support your answer.

"The characteristics make the pump an important invention. The make the pump important and well used. The characteristics show this because it is a good pump; it helps people and it is useful."

SAMPLE ANSWER

Explain whether this project is a good one for Canada to support. Use specific details from the text and your own ideas to support your answer.

"I think this project is great because it giving the people of Malawi clean water and gives Canada a better social name."
"Funny Money"

**OBSERVATION**

The responses indicate reasonable inferences and conclusions based on details of the text as well as prior knowledge ("sense" and "cents") to explain a link between the features and ease of use or to explain the play on words.

**SAMPLE ANSWER**

What makes the security features easy to use? Use two examples from the text to support your answer.

One thing that makes the features easy to use is that if you would try to make a fake bill it won't be the same. Secondly they are simple little things that could change the way you look at money. If you don't see a shadow you know it is fake.

**SAMPLE ANSWER**

In the sentence “Knowing how to recognize counterfeit money just makes cents!” what is the significance of the word “cents”? Use information from the text and your own ideas to support your answer.

I think the significance is that it makes sense to recognize money that is real or fake. And money is like cents/change. Cents as in a penny.
OBSERVATION

The responses suggest an understanding of the whole text. The student has used prior knowledge and text details and visuals to make appropriate inferences and draw conclusions.

SAMPLE ANSWER

A “watermark” is most like a
F dark stain.
G faint design. *
H metallic image.
J colourful thread.

SAMPLE ANSWER

The word “specimen” appears on the image of the 20-dollar bill to indicate that the bill is
A a fake.
B illegal.
C a sample. *
D protected.
Students were asked to
- read four types of texts: narrative (e.g., imaginary or real stories, folk tale), information (e.g., instructions, articles, reports), poem (free verse or closed form) and graphic (e.g., diagram, posters, flow chart, Web page) and
- answer multiple-choice and open-response questions (i.e., where students write out their answer) about the information and ideas in these texts.

For a Level 4 reading result, students typically
- make accurate predictions, inferences and interpretations about the ideas, people and events in the reading materials.
- draw clear and insightful conclusions about the situations and problems in what they read.
- support their opinions with relevant and specific details from the reading materials.
- connect their interpretations to their background knowledge and personal experiences.

Here are some suggestions, based on a Level 4 achievement result, that you might find helpful in supporting your child’s learning at home.
- Talk with your child daily about what he or she is reading.
  - Ask your child what the author wants us to think or believe.
  - Talk about how the ideas in different texts are similar or different.
- Listen to your child read aloud.
  - Have your child explain how he or she would resolve the problem or situation in the text.

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Additional Information

Sample Reading Responses at Level 4
The sample responses are from one student’s body of work in reading at Level 4. One student’s work is used to provide a more comprehensive view of the characteristics of an overall performance on an EQAO assessment.

Descriptions of Typical Student Reading Performances
This chart describes a typical student performance in reading on EQAO’s junior-division assessment at the four levels of achievement.

Examples of EQAO Test Questions
The student assessment booklets contain actual questions from the assessments. The scoring guides contain examples of student work corresponding to each score code.

Tips and Tools for Parents
Additional strategies and information for helping your child with reading, writing and mathematics.
The sample responses on the following pages are selected from one student’s body of work to illustrate some common characteristics of work at Level 4 and possible areas for growth that can be observed among several responses.

**OBSERVATION**

The responses indicate the student has made accurate inferences and interpretations with multiple references to specific relevant details of the text.

---

**SAMPLE ANSWER**

How is Jessica influenced by the work Brandon does? Use specific details from the text and your own ideas to support your answer.

Jessica is influenced by Brandon’s work because her Grandpa is paying her brother 1 dollar for every 8 dandelions and she was influenced to spread more seeds around so that she would be able to pick them and make a profit.

---

**SAMPLE ANSWER**

Is the title “Digging for Gold” an appropriate choice for this text? Use specific details from the text to support your answer.

I think that “Digging for Gold” is an appropriate title because “Digging” refers to digging up the dandelions and “for gold” refers to making a profit (money).
Junior Reading | Level 4

**OBSERVATION**

The responses suggest that the student has used prior knowledge and relevant details to make inferences and understand the whole text.

**SAMPLE ANSWER**

Which word would best replace the word “method” as used in paragraph 5?  
F root  
G order  
*H procedure*  
J experiment

*Digging for Gold*

**OBSERVATION**

The responses suggest that the student has used prior knowledge and relevant details to make inferences and understand the whole text.

**SAMPLE ANSWER**

In paragraph 9, Jessica is “blowing and shaking” dandelions because  
F she wants them to grow back. *  
G they look like white pompoms.  
H her grandfather asks her to pick them.  
J she likes the way the yellow flowers look.

*Canadian Pump Brings Water to the World*

**OBSERVATION**

The responses indicate that the student has made accurate inferences using the whole text. The student has used relevant information from the text to draw conclusions about its main idea and purpose.

**SAMPLE ANSWER**

The main idea of this text is that two Canadians developed a pump that  
*A is easy to use and fix. *  
B is made of heavy steel.  
C holds up in wet weather.  
D uses a coloured plastic tube.

**SAMPLE ANSWER**

The purpose of this text is to  
F tell a story about an inventor.  
*G celebrate a Canadian invention. *  
H create interest in the country of Malawi.  
J persuade people to use the Unimade pump.
OBSERVATION

The responses indicate the student has made reasonable inferences and conclusions with clear connections to specific and relevant information in the text, and has used multiple details from the text as support.

SAMPLE ANSWER

Explain how the characteristics of the Unimade pump make it an important invention. Use specific details from the text and your own ideas to support your answer.

The Unimade pump is an important invention because it is light, easy to install and repair. It isn't expensive, easy to use and really simple. It is used in over 100 countries around the world and can draw water from very deep down and most importantly its Canadian.

SAMPLE ANSWER

Explain whether this project is a good one for Canada to support. Use specific details from the text and your own ideas to support your answer.

I think that this would be a good project for Canada to support because it would give all the second world countries a chance for clean water. It would give them all the benefits of clean water and plus it’s a simple pump.

“Canadian Pump Brings Water to the World”
OBSERVATION

The responses take into consideration all aspects of the questions and provide detailed and articulate answers. The logical conclusions and generalizations are well supported and based on the whole text.

SAMPLE ANSWER

What makes the security features easy to use? Use two examples from the text to support your answer.

The security features are easy to use because they are easy to find on the bill. All you have to do is hold it up to the light or look very closely for the features. So that anybody who knows all the features can easily identify if it is fake or not.

SAMPLE ANSWER

In the sentence “Knowing how to recognize counterfeit money just makes cents!” what is the significance of the word “cents”? Use information from the text and your own ideas to support your answer.

In that sentence they do a play on words. Instead of actually saying the word “sense” they said “cents” as in money so that they can say two things in one. That it makes sense and saves cents.

“Funny Money”
**OBSERVATION**

The responses are accurate and are based on inferences drawn from text details and prior knowledge.

---

**SAMPLE ANSWER**

A “watermark” is most like a

- [F] dark stain.
- [G] faint design.
- [H] metallic image.
- [J] colourful thread.

---

**SAMPLE ANSWER**

The images of the individual security features accompany the text boxes to

- [F] provide a closer view.
- [G] contrast with older bills.
- [H] repeat information in the text boxes.
- [J] demonstrate the queen’s appearance.

---

“Funny Money”
Digging for Gold

“What are you doing?” Jessica asked her older brother when she saw him kneeling in Grandma and Grandpa’s yard.

“I’m digging dandelions out of Grandpa’s lawn, and I’m earning money at the same time,” replied Brandon.

When their grandfather had heard that Brandon was saving money to buy an official-type soccer ball to practise with at home, Grandpa had made him an offer. If Brandon helped remove the weeds, Grandpa would pay him a dollar for every 25 dandelions he dug up. But they must have most of the root still attached.

“Can you show me how to do that?” asked Jessica.

“It’s not too hard, once you know how,” said Brandon. “You shove the weed-digging tool into the grass beside the dandelion, and then bend it so the root snaps off below the ground. Then the whole dandelion can be pulled up, root and all.” He found a big dandelion and demonstrated the weeding method for his sister.

“Grandpa says that you have to get the root, or else the dandelion will grow back, maybe double,” Brandon explained. “Grandpa also says that you have to get the dandelions before the yellow flowers turn into those white pompoms or fluff-balls. Each one of those has hundreds of seeds that can blow back into the lawn and start more dandelions.”

By the end of the day, Grandpa’s lawn didn’t have a dandelion left in it. Grandpa and Brandon counted out the pulled dandelions with roots, and Grandpa paid him $8.50.

“Cool!” said Brandon. “When I add this to my own money, I can buy a new soccer ball and have some left over.”

Two weeks later, Grandma was surprised to see Jessica dancing in the yard with an armful of white dandelion pompoms. She was blowing and shaking them all over the grass. “Where did you get those?” Grandma asked. “And why are you doing that?”

“I picked them in the field down the street,” replied Jessica. “And I’ll probably want to buy something next summer!”

“Well, Jessica,” said Grandpa, “you’ll have to find another job, because you’ll be picking the dandelions that you’re planting for free.”

“Oh!” said Jessica, as she began to race around the yard trying to collect all the seeds.
Millions of people in dry countries around the world have fresh water because of two Canadian inventors.

The Canadian government wanted someone to invent a hand-operated water pump for use in arid lands.

Professor Alan Plumtree and Professor Alfred Rudin of the University of Waterloo began to work on their design in the late 1970s.

Their challenge was to make a pump that didn’t cost very much. It also had to be light and easy to move, install and repair.

The problem: Standard water pumps used in villages in places such as Africa and Malaysia were very heavy. They were made of iron or steel. The pumps were difficult to repair. Spare parts were expensive and hard to find. As a result, many old pumps broke down. Sometimes they were never repaired.

The professors designed a simple pump. It was able to draw the water from deep in the ground. It was made out of plastic so it could be glued together and wouldn’t rust.

“We made the pump as simple as possible, so it would be easily understood and easily repaired by anyone,” Professor Plumtree said.

Some of the parts that need replacing can be made from plastic pipe, rope or carved from a piece of wood. This has allowed local people to look after their own water supply.

It is now called the Unimade pump and is being used around the world. The pump supplies clean water to more than one million people in about 15 countries.

In one country, Malawi, part of the pump was made of white coloured plastic instead of the usual blue. It had to be changed because the plastic was being eaten by hyenas who thought it was a large bone.

Now, people are saying, “Thank you, Canada!” when they take a drink of pure, cold water.
Funny Money

Knowing how to recognize counterfeit money just makes cents! So in 2004, the Bank of Canada began to print bills with new, easy-to-use security features.

The Fine Print
In the tiny microprinting next to the Parliament Building pictures are the words THE CENTRE BLOCK OF PARLIAMENT • L’ÉDIFICE DU CENTRE DU PARLEMENT. With each line, the printing gets smaller and smaller.

Now You See It
A watermark showing a ghostly image of the Queen appears when you hold a bill up to the light.

Cool Threads
The security thread changes from gold to green when you tilt the bill. On the thread, you can see 20 CAN.

Nice Touch
Intaglio or raised printing is featured on the large number in the right-hand corner, on the coat of arms, and on the words BANK OF CANADA • BANQUE DU CANADA.

On the Move
A hologram in the tiny metallic strip seems to move and change colour. Numerals and maple leaves seem to dance up the side of the bill.

See the Light
When you hold the bill up to the light, the lines on the front and back form a perfect 20.

Adapted from Owl magazine, “Funny Money,” by Janice Weaver, May 2005 Owl. Used with permission of Bayard Presse Canada Inc. Photos © Bank of Canada
# Junior Reading

## Descriptions of Typical Student Reading Performances on EQAO’s Junior-Division Assessment at the Four Levels of Achievement

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student performance at this level surpasses the provincial standard.</td>
<td><strong>At Level 4, students typically</strong>&lt;br&gt;• make accurate predictions, inferences and interpretations about the ideas, people and events in the reading materials.&lt;br&gt;• draw clear and insightful conclusions about the situations and problems in what they read.&lt;br&gt;• support their opinions with relevant and specific details from the reading materials.&lt;br&gt;• connect their interpretations to their background knowledge and personal experiences.</td>
</tr>
<tr>
<td>3</td>
<td>Student performance at this level meets the provincial standard.</td>
<td><strong>At Level 3, students typically</strong>&lt;br&gt;• clearly explain the meaning of what they read.&lt;br&gt;• give opinions about what they are reading and provide reasons and relevant details as support.&lt;br&gt;• compare the ideas and events in the reading to other experiences and situations.</td>
</tr>
<tr>
<td>2</td>
<td>Student performance at this level approaches the provincial standard.</td>
<td><strong>At Level 2, students typically</strong>&lt;br&gt;• use the information in the question to determine an appropriate answer.&lt;br&gt;• paraphrase the important ideas in what they read.&lt;br&gt;• make predictions and draw simple conclusions about people and events based on personal experiences and their understanding of what they are reading.&lt;br&gt;• choose few or less-significant details from the reading selection to support their answer.</td>
</tr>
<tr>
<td>1</td>
<td>Student performance at this level is much below the provincial standard.</td>
<td><strong>At Level 1, students typically</strong>&lt;br&gt;• show a very basic understanding of who and what the reading is about.&lt;br&gt;• understand some important ideas in their reading but may miss the main idea.&lt;br&gt;• make weak, simple predictions about the people and events in the text, based on personal experiences.</td>
</tr>
</tbody>
</table>
Junior Writing

Students were asked to
- write two short texts and one longer text and
- answer multiple-choice questions about developing a topic (organization and content) and about spelling, grammar and punctuation.

For a Level 1 writing result, students typically
- include a few simple ideas with minimal development.
- structure writing through simple sequencing or listing, but ideas may be repeated or confusing.
- use some simple sentences that may include basic punctuation.

Here are some suggestions, based on a Level 1 achievement result, that you might find helpful in supporting your child’s learning at home.
- Have your child read his or her writing aloud and talk about
  - what your child wants the reader to imagine.
  - which details and descriptions will make the main ideas clearer.
  - the best way to order the ideas.
  - how to spell new and unfamiliar words.
  - how different types of punctuation are used in sentences.

Additional Information

Sample Writing Responses at Level 1
The sample responses are from one student’s body of work in writing at Level 1. One student’s work is used to provide a more comprehensive view of the characteristics of an overall performance on an EQAO assessment.

Descriptions of Typical Student Writing Performances
This chart describes a typical student performance in writing on EQAO’s junior-division assessment at the four levels of achievement.

Examples of EQAO Test Questions
The student assessment booklets contain actual questions from the assessments. The scoring guides contain examples of student work corresponding to each score code.

Tips and Tools for Parents
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Return to Junior-Division Guide (Grade 6) Men
OBSERVATION

The responses indicate difficulties in structuring sentences and paragraphs coherently. The student has relied on personal experience and hasn’t used the context provided to select the best answer.

SAMPLE ANSWER

Choose the words that best complete the sentence.

The athlete was on the front page of the newspaper for having set new records in relay and distance running.

A that, or
B still, and
C however, or
D because, and *

A You need to eat three healthy meals every day.
B If you skip breakfast, be sure to take your vitamins.
C You can learn more effectively if you eat breakfast daily.
D Include foods from all of the food groups in your breakfast.

OBSERVATION

The response indicates that the student recognizes correct sentence structure.

SAMPLE ANSWER

Which is the best way to combine the information in the following sentences?

It was late at night.
The raccoon woke up.
The full harvest moon rose in the black sky.

A It was late at night, the full harvest moon rose in the black sky but the raccoon woke up.
B Late at night, the raccoon woke up as the full harvest moon rose in the black sky.
C It was late at night, the raccoon woke up, the full harvest moon rose in the black sky.
D It was late at night when the raccoon woke up, the full harvest moon rose in the black sky.
OBSERVATION

The student has responded to the prompt without indicating the topic or developing organized, coherent ideas and details. The student has not included the additional details recorded in the brainstorming “ideas” box in the final draft.

SAMPLE ANSWER

You have been named principal for the day. Describe what you would do during your day as the principal.

I would like to make change like more time tests and more detention because kid don’t like it.

Ideas for My Description

for my first thing to do i would like the school yard to be bigger.

Remember:

• Check over your work.
• Check your spelling, grammar and punctuation.
OBSERVATION

The response begins on topic ("start recycling") but includes irrelevant ideas ("be kind to another"). The student has not developed the main idea with details about why recycling is important. Problems with conventions do not interfere with the reader’s understanding of the response.

SAMPLE ANSWER

Write an announcement that you would read at a school assembly to convince everyone in your school that recycling is important.

Ideas for My Announcement

Recycle. Please everyone.

Remember:
- Check over your work.
- Check your spelling, grammar and punctuation.

Write your announcement here.

I would like you kids to start recycling. Be kind to another kid on and off the play ground.
SAMPLE ANSWER

Write a story in which someone’s life is changed for the better after receiving a letter in the mail.

Ideas for My Story

Remember:
• Check over your work.
• Check your spelling, grammar and punctuation.
OBSERVATIONS

The student begins a story without addressing the assigned task. There is evidence of a few story elements (e.g., opening, sequencing) in what appears to be a personal anecdote rather than a story based on the context provided by the prompt.

The response indicates a limited sense of sentence structure. Inconsistent spelling and punctuation do not interfere with the reader’s understanding of the response.

SAMPLE ANSWER (continued)

Write your story here.

One Day there was a Boy named [name] and he went to [school’s name] school and one day he got so upset he punched the boy that was pulling him.
Junior Writing

LEVEL 2

Responds to the task with a few ideas on the topic and some organization of the response

Students were asked to
- write two short texts and one longer text and
- answer multiple-choice questions about developing a topic (organization and content) and about spelling, grammar and punctuation

For a Level 2 writing result, students typically
- provide few details to support and develop ideas.
- use simple logical structures (e.g., simple sequence, introduction/conclusion) but may include details that are confusing or sound like a simple list.
- use some common transition words (e.g., first, next, secondly) to link ideas.
- make simple sentences with accurate punctuation.
- spell familiar grade-level words correctly or phonetically.

Here are some suggestions, based on a Level 2 achievement result, that you might find helpful in supporting your child’s learning at home.
- Have your child read his or her writing aloud and talk about
  - how to group similar ideas into a paragraph.
  - which details make the ideas clearer and which are confusing or repetitive.
  - words and phrases that can make the writing more interesting and easier to understand.
  - how to check to make sure the writing makes sense.

Additional Information

Sample Writing Responses at Level 2
The sample responses are from one student’s body of work in writing at Level 2. One student’s work is used to provide a more comprehensive view of the characteristics of an overall performance on an EQAO assessment.

Descriptions of Typical Student Writing Performances
This chart describes a typical student performance in writing on EQAO’s junior-division assessment at the four levels of achievement.

Examples of EQAO Test Questions
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Return to Junior-Division Guide (Grade 6) Men
The sample responses on the following pages are selected from one student’s body of work to illustrate some common characteristics of work at Level 2 and possible areas for growth that can be observed among several responses. Although EQAO does not score the content in the ideas box, the student’s prewriting can provide insights into his or her writing process.

OBSERVATIONS

Although some responses indicate that the student is able to recognize and construct coherent sentences, other responses suggest difficulty in structuring coherent sentences and paragraphs to show relationships. This is also evident in his or her short- and long-writing responses.

The third response suggests a lack of understanding of the correct use of commas to support the meaning of a sentence.

The fourth response suggests that the student has used prior knowledge but has not connected it to the main idea of the paragraph to select an appropriate closing sentence.

SAMPLE ANSWER

Choose the words that best complete the sentence.

The athlete was on the front page of the newspaper \textit{Sports} \textbf{section} she set new records in \textit{relay} \textit{4x400m} distance running.

A that, or
B still, and
C however, or
D because, and ♦

SAMPLE ANSWER

Choose the words that best complete the sentence below.

Teachers ________ students’ skills through ________ work ________.

F measure, their, habits ♦
G measure, there, habits
H measure, there, habbits
J measure, their, habbets

SAMPLE ANSWER

Choose the sentence that is written correctly.

A Sara, went home to find her brother eating.
B In the morning, Michael walked to the store.
C Connie wandered around the mall until, her mother arrived.
D Jamal fed the birds, in the bird feeder just outside his house.
OBSERVATION
The student responds in part to the topic, listing multiple details about what students, rather than the principal, would be able to do. The development of ideas is limited. Problems with sentence structure and punctuation do not make the response difficult to understand.

SAMPLE ANSWER
You have been named principal for the day. Describe what you would do during your day as the principal.

Ideas for My Description
- Freezies
- Gatorade
- Pizza
- Fun day
- Everyone can play
- The game of choice

Write your description here.

If I was principal for a day the whole school would have a fun day everyone would be outside all day. There would be activities everywhere there would be a giant air filled slide, tables covered in Free Pizza, Gatorade and Freezies and everyone would go home with a lollipop.

Remember:
- Check over your work.
- Check your spelling, grammar and punctuation.
**OBSERVATION**

The response indicates an attempt to consider the context of the prompt and includes content related to the topic (what the student would announce) but doesn’t use elements of the form required by the task of persuading an audience, other than listing prizes for recycling. The response includes relevant details but doesn’t develop the main idea that recycling is important. Problems with capitalization and punctuation do not interfere with reading, and familiar words are spelled correctly.

**SAMPLE ANSWER**

Write an announcement that you would read at a school assembly to convince everyone in your school that recycling is important.

<table>
<thead>
<tr>
<th>Ideas for My Announcement</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Remember:**
- Check over your work.
- Check your spelling, grammar and punctuation.

Write your announcement here.

I would announce that the school needs to recycle more and there would be a prize for the two winning classes. A basket filled with soccer balls, basketballs, tennis balls, etc. and you can bring recycling from home.
**SAMPLE ANSWER**

Write a story in which someone’s life is changed for the better after receiving a letter in the mail.

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**Ideas for My Story**

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**Remember:**
- Check over your work.
- Check your spelling, grammar and punctuation.
OBSERVATION

The response is imaginative and includes vivid details suitable to the story form. The story is sequenced logically, with some connecting words; however, problems with sentence structure and punctuation require the reader to decide where some sentences begin and end. The writing indicates an awareness of simple story elements (opening, sequence of events) and includes relevant details. Although the story is related to the context of the task (Mrs. Andrews receives a shocking letter about Jake’s near death and never yells at him again), it doesn’t develop the main idea that the life of the person who receives the letter changes for the better.

SAMPLE ANSWER (continued)

Write your story here.

Once there was an old lady named Mrs. Andrews. She was old and grouchy. She didn’t care about anything except for her pet cat named Noodle. Noodle liked to go to Mrs. Andrews’ son, Jake. Jake was in trouble. She always put her tail under his feet when he was walking. So when he stepped on her tail, she would scream out a loud meow. And Mrs. Andrews would yell at him. Mrs. Andrews had a letter saying that the cat almost died. She was shocked. Jake got out of the hospital. Mrs. Andrews never yelled at him instead, she yelled at Noodle to watch where she was walking.
Junior Writing

Students were asked to

- write two short texts and one longer text and
- answer multiple-choice questions about developing a topic (organization and content) and about spelling, grammar and punctuation.

For a Level 3 writing result, students typically

- clearly express ideas with relevant supporting details, but some details may be vague or limited.
- organize ideas into paragraphs.
- use dialogue, quotations, word choice, etc., to help the flow of ideas.
- use conventional spelling, punctuation and grammar.

Here are some suggestions, based on a Level 3 achievement result, that you might find helpful in supporting your child’s learning at home.

- 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 transition words help the reader follow the sequence of ideas.

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Additional Information

Sample Writing Responses at Level 3

The sample responses are from one student’s body of work in writing at Level 3. One student’s work is used to provide a more comprehensive view of the characteristics of an overall performance on an EQAO assessment.

Descriptions of Typical Student Writing Performances

This chart describes a typical student performance in writing on EQAO’s junior-division assessment at the four levels of achievement.

Examples of EQAO Test Questions

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Tips and Tools for Parents

Additional strategies and information for helping your child with reading, writing and mathematics

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Return to Junior-Division Guide (Grade 6) Men
The sample responses on the following pages are selected from one student's body of work to illustrate some common characteristics of work at Level 3 and possible areas for growth that can be observed among several responses. Although EQAO does not score the content in the ideas box, the student's prewriting can provide insights into his or her writing process.

**OBSERVATION**

The responses demonstrate a clear sense of how to link and organize ideas by structuring coherent, and in some cases complex, sentences and paragraphs.

**SAMPLE ANSWER**

Choose the words that best complete the sentence.

The athlete was on the front page of the newspaper _________ she set new records in relay _________ distance running.

A  that, or  B  still, and  C  however, or  D  because, and

**SAMPLE ANSWER**

Which is the best way to combine the information in the following sentences?

It was late at night.
The raccoon woke up.
The full harvest moon rose in the black sky.

A  It was late at night, the full harvest moon rose in the black sky but the raccoon woke up.

B  Late at night, the raccoon woke up as the full harvest moon rose in the black sky.

C  It was late at night, the raccoon woke up, the full harvest moon rose in the black sky.

D  It was late at night when the raccoon woke up, the full harvest moon rose in the black sky.

**SAMPLE ANSWER**

Choose the best closing sentence for the following paragraph.

The most important meal of the day is breakfast. Research shows that students who eat a well-balanced breakfast every morning do better in school than students who skip breakfast. Eating a breakfast of fruit and cheese, for example, provides your body with energy. Skipping breakfast can leave you feeling tired in class.

A  You need to eat three healthy meals every day.

B  If you skip breakfast, be sure to take your vitamins.

C  You can learn more effectively if you eat breakfast daily.

D  Include foods from all of the food groups in your breakfast.
Junior Writing | Level 3

SAMPLE ANSWER

You have been named principal for the day. Describe what you would do during your day as the principal.

<table>
<thead>
<tr>
<th>Ideas for My Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sports</td>
</tr>
<tr>
<td>- Gym</td>
</tr>
<tr>
<td>- Movie</td>
</tr>
<tr>
<td>- Recess</td>
</tr>
<tr>
<td>- Lunch</td>
</tr>
<tr>
<td>- Nice</td>
</tr>
<tr>
<td>- Office</td>
</tr>
<tr>
<td>- Shoes</td>
</tr>
<tr>
<td>- P.A. system</td>
</tr>
<tr>
<td>- Candy</td>
</tr>
</tbody>
</table>

Remember:
- Check over your work.
- Check your spelling, grammar and punctuation.
**OBSERVATION**

The student has responded to the topic with multiple descriptive details. However, the focus is on being named principal for the day rather than on what the student would do as principal. The ideas are appropriate and develop the story, revealing the student’s humorous viewpoint. The organization is logical, with introductory and concluding sentences that provide unity. Problems with verb tenses and punctuation do not impede the reader’s understanding of the story.

**SAMPLE ANSWER (continued)**

Write your description here.

On May 15, 2006, I [name] was voted principal for the day. I was so surprised that I had tripped over my untied blue and black Nikes. I had got back up to show my happiness to the students who were at the lockers trying to reach towards the new principal me [name]. As I walked in my principal office all I smelled was the smell of brand new leather.

I walked towards the tan black leather seat and made my announcement to thank the people who had voted for me. That day the school had lunch hours for 2 hours and I had given them some freedom to do what they wanted. As I walked in the white hallways wearing my black and red suit students thanking me. It felt great being principal of the day.
SAMPLE ANSWER

Write an announcement that you would read at a school assembly to convince everyone in your school that recycling is important.

Idea for My Announcement

- Global warming
- Reduce, reuse, recycle
- Garbage
- Plastic
- Peers
- Cans
- Horrible
- Green
- Bottles
- Plants
- Animals
- Less paper
- Bugs
- Bins
- Buy less

Remember:
• Check over your work.
• Check your spelling, grammar and punctuation.
OBSERVATION

The student has responded using appropriate formal conventions and with vivid details that indicate an understanding of the purpose of the task and engage the audience. The organization of ideas is confusing at times and suggests that recycling, rather than a lack of recycling, is the “crisis” causing “plants, animals and other living sources” to die.

SAMPLE ANSWER (continued)

Write your announcement here.

Good afternoon my fellow peers. Today I am here to talk about a horrible nature crisis, you all probably know about it “recycling”. Plants, animals and other living sources are dying because of this disgusting, horrible nature crisis. I think that our humanity is the problem “Why you wonder?” because we are throughly using renewable sources in the GARAGE when it could be going towards recycling. I say that our school Green Plants Public School should have a Clean Up Day once a week to keep our school and plant clean. You can tell your friends and family to do the same and they can tell others. Do you know how clean and how much recycling we would do. This was my announcement about recycling.

THANK YOU my fellow peers.
SAMPLE ANSWER

Write a story in which someone’s life is changed for the better after receiving a letter in the mail.

Idea for My Story

- soccer
- family
- famous
- slums
- Brazil
- team
- poor
- rich
- fans
- Ronaldinho
- Barcelona

Remember:
- Check over your work.
- Check your spelling, grammar and punctuation.

Write your story here.

One day a little Ronaldinho was playing soccer near a garbage dump by his old broken house. Little Ronaldinho’s poor mother had put his name on “Ronald” his real name. He had rushed to his mother.

“Yes Ma Ma”, said Ronaldinho. She had called him over because he had got a mail. Ronaldinho and his mother were very surprised because they never got mail. Ronaldinho decided to open the mail to read it. He could
OBSERVATION
The response portrays an imaginative sequence of events. Relevant, colourful details support the story development but there are some gaps in the story line (reason the man sent the scholarship, the sequence of events at the end) that disrupt coherence. Any errors or inconsistencies with spelling, punctuation and sentence structure do not interfere with the overall meaning or detract from the story.

SAMPLE ANSWER (continued)

not read it, his mom had to because he didn’t go to school. Poor Ronaldo didn’t have the education to learn now to read, so when his mom opened it, she read and what it was... a scholarship to go and play professional soccer. The family was very happy.

TWO DAYS LATER...

Two days later a man dressed in a nice leather suit had appear on their front door. He was the man who sent him the scholarship to pay off his expensive school education. Every day at 5:00 p.m and 9 am Ronaldo had to work and practise soccer for about 9 and a half months. As Ronaldo grew the better he got in soccer and in school.

A FEW YEARS LATER...

A few years later Ronaldo was asked to play on the National Fifa “Brasil” team his home country team. Ronaldo had tried out and made it. He had rushed home to tell his family and they were stunned. Ronaldo had made a lot of fans, a lot of money and made his family and himself proud.

THE END!
Junior Writing

Students were asked to
- write two short texts and one longer text and
- answer multiple-choice questions about developing a topic (organization and content) and about spelling, grammar and punctuation.

For a Level 4 writing result, students typically
- develop ideas with details that make the main idea clear and consistent.
- select words and phrases that make the meaning clear.
- organize ideas logically into well-developed paragraphs with effective transition words.
- use a variety of organizational patterns to structure their writing.
- combine sentences in different ways using a variety of connecting words.
- include relevant details, personal thoughts and effective word choices to make the writing interesting and engaging.

Here are some suggestions, based on a Level 4 achievement result, that you might find helpful in supporting your child’s learning at home.
- Have your child read his or her writing aloud and talk about
  - how to convince someone to agree with his or her opinion.
  - how to sequence the paragraphs to reinforce the main idea or message.
  - what your child wants someone to know and think after reading the piece.

Additional Information

Sample Writing Responses at Level 4
The sample responses are from one student’s body of work in writing at Level 4. One student’s work is used to provide a more comprehensive view of the characteristics of an overall performance on an EQAO assessment.

Descriptions of Typical Student Writing Performances
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SAMPLE ANSWER
Choose the words that best complete the sentence.
The athlete was on the front page of the newspaper ______ she set new records in relay ______ distance running.

A that, or
B still, and
C however, or
D because, and

SAMPLE ANSWER
Choose the sentence that is written correctly.

F Throughout the day, she had walked over slippery forest trails and snow-covered hilltops.

G Throughout the day she had walked over slippery, forest trails and snow, covered hilltops.

H Throughout the day, she had walked over slippery, forest trails and snow-covered, hilltops.

J Throughout the day, she had walked, over slippery forest trails, and snow, covered hilltops.

OBSERVATION
The responses indicate an understanding of sentence structure and the correct use of punctuation.

The sample responses on the following pages are selected from one student's body of work to illustrate some common characteristics of work at Level 4 and possible areas for growth that can be observed among several responses. Although EQAO does not score the content in the ideas box, the student's prewriting can provide insights into his or her writing process.

OBSERVATION
The response indicates understanding of how to organize several ideas into a complex sentence. The mark by option A suggests that the student considered this response but perhaps changed his or her mind after a careful rereading of the choices.

OBSERVATION
The sample responses on the following pages are selected from one student's body of work to illustrate some common characteristics of work at Level 4 and possible areas for growth that can be observed among several responses. Although EQAO does not score the content in the ideas box, the student's prewriting can provide insights into his or her writing process.

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OBSERVATION
The response indicates understanding of how to organize several ideas into a complex sentence. The mark by option A suggests that the student considered this response but perhaps changed his or her mind after a careful rereading of the choices.
SAMPLE ANSWER

You have been named principal for the day. Describe what you would do during your day as the principal.

Ideas for My Description
- all day recess
- free time
- huge party
- relax in the office lounge
- order 7000 pizzas
- new gym equipment

Write your description here.

IF I were the principal at [name] P.S., I'd change the schedule of the entire day. First, I'd make the first 3 periods free time so that the kids could party in the morning. Then, for the rest of the school day, I'd schedule recess if they wanted to, with breaks for peanut free ice-cream. Next, while the kids were playing outside, I'd host a party in the teachers lounge for all of the school staff with 7000 pizzas. Finally, I'd buy new school supplies, gym equipment, and books.

It would be the perfect school day of this year, and if I could keep my job as principal, it would be a perfect school year!
Observation

The student has responded using appropriate features of an announcement, including an initial address and a closing catchphrase. The language is persuasive, and ideas and details are chosen to engage the audience with the message. Minor problems with conventions do not interfere with the reader's understanding.

Sample Answer

Write an announcement that you would read at a school assembly to convince everyone in your school that recycling is important.

IdeaS for My Announcement

- Helps the environment
- Recycle

Write your announcement here.

Hello, fellow E.T. tigers! We all love the earth and its beauty, the water, the land, and the life. However, the world is being cluttered by garbage and waste. It is polluting nature and destroying the environment. Think about it! Every time you throw something on the ground, an animal could eat it and die. This is harming the earth's life! So think before you litter! Recycle it if possible. Recycling reuses the material to create new products. So remember, Reduce, Reuse, Recycle!
SAMPLE ANSWER

Write a story in which someone’s life is changed for the better after receiving a letter in the mail.

Ideas for My Story

- University of Waterloo
- letter allows student in
- celebrates

[name]

Remember:
- Check over your work.
- Check your spelling, grammar and punctuation.
SAMPLE ANSWER (continued)

Write your story here.

---

The opening of this response sets the stage for the reader with a vivid description. The text flows well, with paragraph structure and dialogue moving the story forward. Ideas are well supported with relevant, specific details. Vocabulary choices engage the reader. Conventions are generally used correctly.

---

Junior Writing | Level 4

OBSERVATION

The opening of this response sets the stage for the reader with a vivid description. The text flows well, with paragraph structure and dialogue moving the story forward. Ideas are well supported with relevant, specific details. Vocabulary choices engage the reader. Conventions are generally used correctly.
## Junior Writing

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

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
<th>WRITING</th>
</tr>
</thead>
</table>
| LEVEL 4 | Student performance at this level surpasses the provincial standard. | At Level 4, students typically  
- develop ideas with details that make their main idea clear and consistent.  
- select words and phrases that make their meaning clear.  
- organize ideas logically into well-developed paragraphs with effective transition words.  
- use a variety of organizational patterns to structure their writing.  
- combine sentences in different ways using a variety of connecting words.  
- include relevant details, personal thoughts and effective word choices to make their writing interesting and engaging. |
| LEVEL 3 | Student performance at this level meets the provincial standard. | At Level 3, students typically  
- clearly express ideas with relevant supporting details, but some details may be vague or limited.  
- organize ideas into paragraphs.  
- use dialogue, quotations, word choice, etc., to help the flow of ideas.  
- use conventional spelling, punctuation and grammar. |
| LEVEL 2 | Student performance at this level approaches the provincial standard. | At Level 2, students typically  
- provide few details to support and develop ideas.  
- use simple logical structures (e.g., simple sequence, introduction/conclusion) but may include details that are confusing or sound like a simple list.  
- use some common transition words (e.g., first, next, secondly) to link ideas.  
- make simple sentences with accurate punctuation.  
- spell familiar grade-level words correctly or phonetically. |
| LEVEL 1 | Student performance at this level is much below the provincial standard. | At Level 1, students typically  
- include a few simple ideas with minimal development.  
- structure writing through simple sequencing or listing, but ideas may be repeated or confusing.  
- use some simple sentences that may or may not include basic punctuation. |
Students were asked to
- answer multiple-choice and open-response questions (i.e., where students show their work and how they solve problems) related to various strands of mathematics.

For a Level 1 mathematics result, students typically
- rely only on addition and subtraction and familiar procedures when answering questions.
- use simple one-step rules and strategies to solve most problems.
- create a solution when all of the information and steps are provided in the question.
- use a limited mathematical vocabulary (terminology, symbols, visuals) to explain their work.

Here are some suggestions, based on a Level 1 achievement result, that you might find helpful in supporting your child’s learning at home.
- Have your child help you solve everyday number problems.
- Play games that focus on using computational skills (addition, subtraction, multiplication and division) to solve problems.
- Ask your child to describe a problem and explain how he or she can reach a reasonable solution.
- Have your child show his or her mathematical thinking in different ways (e.g., words, diagrams, number relationships).
- Let your child know that everyone can learn mathematics.

Additional Information

Sample Mathematics Responses at Level 1
The sample responses are from one student’s body of work in mathematics at Level 1. One student’s work is used to provide a more comprehensive view of the characteristics of an overall performance on an EQAO assessment.

Descriptions of Typical Student Mathematics Performances
This chart describes a typical student performance in mathematics on EQAO’s junior-division assessment at the four levels of achievement.

Examples of EQAO Test Questions
The student assessment booklets contain actual questions from the assessments. The scoring guides contain examples of student work corresponding to each score code.

Tips and Tools for Parents
Additional strategies and information for helping your child with reading, writing and mathematics
OBSERVATION

The student's understanding of familiar geometric relationships (e.g., rotation, reflection) when all of the information is presented is inconsistent. In one question, the student has identified the appropriate image using the reflection and rotation described. In the other question, the student has selected the image that represents one 90° rotation counter-clockwise rather than the three rotations required.

SAMPLE ANSWER

The shape below is reflected across the dotted line and then rotated 90° clockwise about point X.

Which of the following shows the shape after the two transformations?

A

B

C

D

SAMPLE ANSWER

Look at the ladybug below.

The ladybug is rotated three times in the following order.
• 90° counter-clockwise
• 180° clockwise
• 180° clockwise

Which of the following best illustrates the ladybug's position after the three rotations?

G

H

J
**OBSERVATION**

The student has attempted to follow a multi-step process to construct a shape. His or her work shows a quadrilateral (i.e., a shape with four sides) rather than a pentagon and some of the required conditions (e.g., two obtuse angles, one acute angle and one line of symmetry). The student has shown no right angles and no sides with a length of three units. It is unclear what conditions or mathematical language the student has understood.

**SAMPLE ANSWER**

Construct a pentagon on the grid below that meets the following conditions.

- exactly 1 line of symmetry
- 2 obtuse angles
- 2 right angles
- 1 acute angle
- at least 1 side with a length of 3 units

Draw the line of symmetry on your pentagon.
OBSERVATION

The student's understanding of familiar measurement relationships when all of the information is presented is inconsistent. In one question, the student has correctly identified the expression $54 \div 2 - 12$, which represents the area of the triangle minus the area of the parallelogram or $\frac{1}{2}(6 \times 9) - (3 \times 4)$. However, in the other question, the student has not determined the area of the triangle, but has chosen numbers and correctly multiplied $5 \times 13$. The selected numbers suggest an attempt to apply to triangles concepts relating to the area of rectangles (e.g., multiply length and width).

SAMPLE ANSWER

Keenan places 3 green marbles, 4 yellow marbles and 1 blue marble in a bag.

Keenan then adds 1 green marble and 1 yellow marble to the bag.

Does the probability that Keenan will randomly choose a yellow marble increase, decrease or stay the same?

Circle one:  Increases Decreases Stays the same

Justify your answer.

* green  B yellow  I blue

yellow will have the most chance of being picked

SAMPLE ANSWER

What is the area of the triangle shown below?

A  $60 \text{ cm}^2$ *
B  $65 \text{ cm}^2$
C  $120 \text{ cm}^2$
D  $156 \text{ cm}^2$

Which expression can be used to find the area of the shaded region?

A  $54 \div 2 - 12$ *
B  $54 - 4 \times 12 \div 2$
C  $12 \div 2 - 54$
D  $12 - 54 \div 2$
**OBSERVATION**

For this question, the student has attempted a solution, giving 12 as the number of blocks in the next stage, but hasn’t considered all of the information in the question to solve the multi-step problem (e.g., maximum of 50 blocks for all stages). The student has attempted to communicate basic information by adding a block onto each leg of the “L” but has not identified the pattern correctly (e.g., add three blocks at each stage, two to the vertical and one to the horizontal).

**SAMPLE ANSWER**

Ms. Lewis has 50 blocks. She uses 22 of these blocks to make the pattern shown below.

![Pattern Diagram]

How many stages will Ms. Lewis be able to complete with the 50 blocks?

Justify your answer.

12 steps would be the answer.

For the question and I used this way I got my answer.
**OBSERVATION**

The student has applied simple one-step procedures and responded to one part of the problem (plotting). The student has graphed \((y, x)\), indicating a lack of understanding of coordinates even when the axis labels are provided. The work shows a parallelogram, but it is unlabelled and is not rotated as required by the question.

---

**SAMPLE ANSWER**

Plot and label the following points to form parallelogram PQRS on the grid below:

- P \((9, 12)\)
- Q \((9, 8)\)
- R \((7, 6)\)
- S \((7, 10)\)

Rotate parallelogram PQRS 90° counter-clockwise about point R. Draw the new parallelogram on the grid above.
OBSERVATION
The student has identified some familiar words in the question and attempted an answer but has missed the relationships among the areas of the shapes. The student has not responded to the part of the question about the area of the given parallelogram (eight square units). The response on the grid shows a triangle with an area of six square units and a rectangle with an area of 24 square units. The student has given no evidence of reasoning, although there is evidence of a vague understanding that area is related to the number of squares inside the shapes.

SAMPLE ANSWER
Determine the area of the parallelogram below.

The area of the parallelogram is ___________.

Draw a triangle and a rectangle each with the same area as the parallelogram. Use the grid below.

Justify your answers.

\[
\text{Triangle is } 16 \quad \text{6}\ \text{18 for the Rectangle} \\
\text{I got that by multiplying the number of squares in the inside}
\]
**OBSERVATION**

The solution suggests that the student has read the chart, but he or she has represented it without attention to conventions (e.g., graph scale, labels). The horizontal scale is accurate and labelled (e.g., weeks), but the vertical scale is inverted and is simply a transcription of the numbers presented in the chart. As a result, the student has graphed a straight line by using the 550, 325, 275, etc., as the vertical scale numbers and has shown increasing sales rather than decreasing, as presented. The explanation shows no use of mathematical vocabulary or understanding of the relationship between the data and this type of graph.

**SAMPLE ANSWER**

The table below shows the weekly video sales at a store over a five-week period.

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of videos sold</td>
<td>550</td>
<td>325</td>
<td>275</td>
<td>100</td>
<td>50</td>
</tr>
</tbody>
</table>

Draw a broken-line graph to represent this data. Show titles and labels on the graph.

![Graph](image)

Explain why a broken-line graph is the most appropriate graph to represent this data.
Junior Mathematics

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

For a Level 2 mathematics result, students typically
- use computational skills (addition, subtraction, multiplication, division) and procedures accurately when solving familiar problems.
- use the information in the question to plan a solution but may not check it for reasonableness.
- show their mathematical thinking with a few words and simple sketches.

Here are some suggestions, based on a Level 2 achievement result, that you might find helpful in supporting your child’s learning at home.
- Have your child help you solve everyday problems that require different operations and formulas to solve them.
- Play games with several steps.
- Ask your child to describe a problem and explain what additional information is needed to reach a solution.
- Have your child show you the steps he or she has used to solve different problems.
- Let your child know that everyone can learn mathematics.

Additional Information

Sample Mathematics Responses at Level 2
The sample responses are from one student’s body of work in mathematics at Level 2. One student’s work is used to provide a more comprehensive view of the characteristics of an overall performance on an EQAO assessment.

Descriptions of Typical Student Mathematics Performances
This chart describes a typical student performance in mathematics on EQAO’s junior-division assessment at the four levels of achievement.

Examples of EQAO Test Questions
The student assessment booklets contain actual questions from the assessments. The scoring guides contain examples of student work corresponding to each score code.

Tips and Tools for Parents
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OBSERVATIONS

In the first question, the student has tracked the repeating pattern of rotating 90° clockwise correctly to identify the 16th figure in the pattern.

For the second question, the student has recognized familiar geometric forms, operations and relationships and applied simple, familiar formulas and patterns. The area of the triangle has been calculated using $\frac{1}{2} \text{ base} \times \text{ height}$ or $\frac{1}{2}(24 \times 5) = 60$ cm².

**SAMPLE ANSWER**

A repeating pattern is shown below.

What is the 16th figure in the pattern?

- F
- G
- H
- J

**SAMPLE ANSWER**

What is the area of the triangle shown below?

- A 60 cm² *
- B 65 cm²
- C 120 cm²
- D 156 cm²
**OBSERVATION**

The student has made calculations with basic operations (i.e., addition and subtraction) with some accuracy. This solution shows calculations for 16 sections of fence at $6.00 a section. Note that he or she has chosen addition rather than a more efficient computation strategy, such as multiplication. Although the calculations are correct, the student has missed important details in the problem. The cost is $6.00 per metre and one section is 2.4 m long.

**SAMPLE ANSWER**

Carmen wants to install a fence. Each section of fence is 2.4 metres long and costs $6.00 per metre. Carmen will need 16 sections of fence. How much change should he receive from $250?

Show your work.

\[
\begin{array}{c}
\text{Show your work.} \\
- 6.00 \\
\hline
250 \\
6.00 \\
\hline
154 \\
\hline
\end{array}
\]

$154$ 

He will get $154$ back.
**OBSERVATIONS**

The responses indicate that when reading the question, the student has missed or misunderstood information about contexts and relationships.

In this question, the student has missed the relationship of part to whole. The response and the explanation show that the student has understood the partial relationship (e.g., the number of yellow marbles has increased, and so there are the largest number of yellow marbles).

For this question, the student has used some of the information in the question (e.g., there are 22 blocks to start with and the number of blocks increases by three at each stage) and attempts a solution but is not sure how to interpret the findings. He or she doesn’t have a clear understanding of the relationship between the total number of blocks available (50) and the number needed to make stages 1 to 4 plus stage 5 (10 + 3 = 13 blocks needed) and stage 6 (13 + 3 = 16 blocks needed).

---

**SAMPLE ANSWER**

Keenan places 3 green marbles, 4 yellow marbles and 1 blue marble in a bag.

Keenan then adds 1 green marble and 1 yellow marble to the bag.

Does the probability that Keenan will randomly choose a yellow marble increase, decrease or stay the same?

Circle one: *Increases*  Decreases  Stays the same

Justify your answer. It will increase because it has more marbles than before so the yellow marbles have a more chance to be pulled out.

---

**SAMPLE ANSWER**

Ms. Lewis has 50 blocks. She uses 22 of these blocks to make the pattern shown below.

![Pattern](image)

How many stages will Ms. Lewis be able to complete with the 50 blocks?

Justify your answer.

It will take 13 more times to get it to 50 blocks because you add 3 each time to the 1 block leftover.
Observations
The response indicates that when reading the question, the student has missed or misunderstood information about contexts and relationships.

The response suggests that the student has not considered the context of the problem (calculating the area of the spill) and has just used the numbers provided to calculate the area of the rectangular piece of paper. The selected answer is unreasonable and indicates that the student has missed the relationship between the size of the spill and the size of the paper.

Sample Answer
Samantha spills a milkshake on a rectangular piece of paper as shown below.

Which of the following best approximates the area of the entire spill?

- A 100 cm²
- B 300 cm² *
- C 400 cm²
- D 600 cm²

Observation
For this question, the student has applied simple, familiar formulas and algorithms but has missed information about relationships in the question. The response shows the student has correctly calculated $22 \times 5 = 110$ but has not gone back to the question and identified the appropriate unit of measure (110 minutes vs. two hours). The student has not considered the cue “approximately,” which might have been useful.

Sample Answer
It takes Nadeem 22 minutes to walk 1 kilometre. At this rate, approximately how long will it take Nadeem to walk 5 kilometres?

- A 1 hour
- B 2 hours *
- C 100 hours
- D 110 hours
**OBSERVATION**

The parallelogram PQRS is plotted correctly, but rather than rotating the figure as required, the student seems to have reflected it through a vertical line at \( y = 8 \). This indicates only a partial understanding of the concepts required to answer the question.

**SAMPLE ANSWER**

Plot and label the following points to form parallelogram PQRS on the grid below.

- P (9, 12)
- Q (9, 8)
- R (7, 6)
- S (7, 10)

Rotate parallelogram PQRS 90° counter-clockwise about point R. Draw the new parallelogram on the grid above.

---

**OBSERVATION**

This response indicates that the student understands the relationship between triangles and a parallelogram, and can select the correct answer when all of the information is provided in the question.

**SAMPLE ANSWER**

A diagonal of a parallelogram is drawn forming 2 triangles. If the area of one of the triangles is 34 cm², what is the area of the parallelogram?

- A 17 cm²
- B 34 cm²
- C 68 cm²
- D 136 cm²
OBSERVATION

The student has applied some mathematical thinking to calculate the areas of three different figures by using the same relationship ($A = \text{base} \times \text{height}$). Although the area of the rectangle is consistent with the determined area of the parallelogram, the initial calculation for the area of the parallelogram is incorrect ($l \times w = 12$ units rather than $b \times h = 8$ square units). The student has attempted to show the relationships among the figures by using the numbers three and four, but the conceptual understanding is missing. He or she has represented the shape of a triangle but has not used the grid to show 12 square units accurately.

SAMPLE ANSWER

Determine the area of the parallelogram below.

The area of the parallelogram is $12 \text{ units}^2$

Draw a triangle and a rectangle each with the same area as the parallelogram. Use the grid below.

Justify your answers. Well the answer is 12 because the question is $3 \times 4 (l \times w), \text{so all I have to do is make the sides 3 units and 4 units then I would get my triangle and my rectangle.}$
Junior Mathematics

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

For a Level 3 mathematics result, students typically
- select and correctly use operations and formulas to solve multi-step problems, and clearly explain their results.
- recognize when problems require more information than provided and fill in gaps to arrive at solutions.
- check solutions for reasonableness.

Here are some suggestions, based on a Level 3 achievement result, that you might find helpful in supporting your child's learning at home.
- 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.

Additional Information

Sample Mathematics Responses at Level 3
The sample responses are from one student's body of work in mathematics at Level 3. One student's work is used to provide a more comprehensive view of the characteristics of an overall performance on an EQAO assessment.

Descriptions of Typical Student Mathematics Performances
This chart describes a typical student performance in mathematics on EQAO's junior-division assessment at the four levels of achievement.

Examples of EQAO Test Questions
The student assessment booklets contain actual questions from the assessments. The scoring guides contain examples of student work corresponding to each score code.

Tips and Tools for Parents
Additional strategies and information for helping your child with reading, writing and mathematics

Return to Junior-Division Guide (Grade 6) Menu
SAMPLE ANSWER

Ms. Lewis has 50 blocks. She uses 22 of these blocks to make the pattern shown below.

![Diagram of stages: Stage 1, Stage 2, Stage 3, Stage 4]

How many stages will Ms. Lewis be able to complete with the 50 blocks?

Justify your answer.

There are 5 stages that Ms. Lewis be able to complete with the 50 blocks.

Because the equal number of the blocks on Stage 1, 2, 3, 4, 5 is 35 blocks, so I check if there are more blocks for Stage 6. I decided to subtract 35 into 50, I got 15. So Ms. Lewis won’t be able to complete the blocks on Stage 6 because there are only 15 blocks left.

![Notes and calculations]

OBSERVATIONS

This response shows that the student has considered the context of the problem and was able to select appropriate procedures, formulas and strategies to solve multi-step problems.

The response shows careful calculation of the number of blocks needed for Stage 5 and subtraction from the cumulative total to determine that 15 blocks are left when 16 are required for the next stage. The student has clearly considered the real-life context.
SAMPLE ANSWER

Construct a pentagon on the grid below that meets the following conditions.
- exactly 1 line of symmetry
- 2 obtuse angles
- 2 right angles
- 1 acute angle
- at least 1 side with a length of 3 units

The construction shows the student has attempted to show all criteria. The symmetry is flawed, however, because the base is three units long, which requires that the vertex at the top of the pentagon be in the middle of a grid square. The precision required by this graphing task is not realized but an understanding of the geometric properties is evident.

OBSERVATIONS

The student has approached the problems logically, with mathematical reasoning and perseverance. He or she has performed operations and calculations accurately with occasional errors only. The student has selected appropriate procedures, formulas and strategies to solve multi-step problems.

This algebraic substitution question suggests that the student has used logic and perseverance to consider all of the steps of the solution and apply the appropriate operations correctly to determine a response.

The relationships in this question are complicated. Because the response (8), which is correct, is an approximation, it shows a deep understanding of percent and number relationships.

SAMPLE ANSWER

If \(6 \times \hat{a} = 54\) and \(b - \hat{a} = 14\), what is \(a \times b\)?

A 32
B 45
C 126
D 207 *

SAMPLE ANSWER

Mrs. Evans has 30 students in her class. The class has about 75% girls. What is the best estimate of the number of boys in Mrs. Evans’s class?

A 3
B 8 *
C 15
D 23
OBSERVATIONS

This response shows that the student has considered the context of the problem and was able to select appropriate procedures, formulas and strategies to solve multi-step problems.

The student has understood most implied relationships in the problem and has usually selected and applied appropriate operations. The student work shows an understanding that this is a multi-step problem. Although the student has misunderstood the relationships in the question (16 sections $\times$ 2.4 metres long $\times$ $6$, which leads to an incorrect answer (16 divided by 2.4) for the first step, the rest of the steps of the solution are appropriately represented. The student may not have checked the plausibility of his or her response—about $40 for the fence is not reasonable.

SAMPLE ANSWER

Carmen wants to install a fence. Each section of fence is 2.4 metres long and costs $6.00 per metre. Carmen will need 16 sections of fence. How much change should he receive from $250?

Carmen will receive $40 of change.
**SAMPLE ANSWER**

The table below shows the weekly video sales at a store over a five-week period.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sold</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>550</td>
<td>325</td>
<td>275</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>of videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Draw a broken-line graph to represent this data. Show titles and labels on the graph.

Explain why a broken-line graph is the most appropriate graph to represent this data.

I think that broken-line graph is the most appropriate graph to represent this data because you can see in this graph how the results decrease or increase.
OBSERVATIONS

This response indicates that the student has understood most relationships in the problem and approached the solution logically.

The fraction representations the student has drawn show some understanding of the fractions \( \frac{3}{2} \) and \( 1\frac{3}{4} \); however, the reasoning doesn’t confirm the representation and answer. The second part of the question suggests that the student hasn’t fully understood the relationships among \( \frac{3}{2} \), \( 1\frac{1}{2} \) and \( 1\frac{3}{4} \).

SAMPLE ANSWER

Consider the fractions \( \frac{3}{2} \) and \( 1\frac{3}{4} \).

- Which of these fractions is larger?

Justify your answer. \( \frac{3}{2} = \frac{3 \times 2}{2 \times 2} = \frac{6}{4} \)

The \( 1\frac{3}{4} \) is more larger! First I think that \( \frac{3}{2} \) has more fraction and second I think that the \( 1\frac{3}{4} \) is more larger because it has whole number.

The larger fraction is \( \frac{3}{2} \).

- Find a fraction between \( \frac{3}{2} \) and \( 1\frac{3}{4} \).

Justify your answer.

I think the fraction between \( \frac{3}{2} \) and \( 1\frac{3}{4} \) is \( \frac{1}{2} \) because I think there fraction is somehow has \( \frac{1}{2} \).

A fraction between \( \frac{3}{2} \) and \( 1\frac{3}{4} \) is \( \frac{1}{2} \).
**OBSERVATIONS**

These responses indicate that the student has understood most relationships presented in the problems and approached the solutions logically.

The student has plotted the coordinates of the original parallelogram PQRS correctly and understood the meaning of “counter-clockwise.” However, it is unclear how the student has performed the rotation (a slide and a rotation?).

In the second question, the student has selected a response that suggests he or she has performed one 90° clockwise rotation rather than a reflection and a rotation.

**SAMPLE ANSWER**

Plot and label the following points to form parallelogram PQRS on the grid below.

P (9, 12)
Q (9, 8)
R (7, 6)
S (7, 10)

Rotate parallelogram PQRS 90° counter-clockwise about point R. Draw the new parallelogram on the grid above.

**SAMPLE ANSWER**

The shape below is reflected across the dotted line and then rotated 90° clockwise about point X.

Which of the following shows the shape after the two transformations?

A

B

C

D
SAMPLE ANSWER

Judith records the amount of rainfall at her school for one week.

<table>
<thead>
<tr>
<th>Day</th>
<th>Amount of rainfall (mm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>20</td>
</tr>
<tr>
<td>Monday</td>
<td>18</td>
</tr>
<tr>
<td>Tuesday</td>
<td>0</td>
</tr>
<tr>
<td>Wednesday</td>
<td>22</td>
</tr>
<tr>
<td>Thursday</td>
<td>30</td>
</tr>
<tr>
<td>Friday</td>
<td>25</td>
</tr>
<tr>
<td>Saturday</td>
<td>25</td>
</tr>
</tbody>
</table>

What is the mean amount of rainfall for the week?

A  20 mm  *
B  22 mm
C  23 mm
D  25 mm

SAMPLE ANSWER

Samantha spills a milkshake on a rectangular piece of paper as shown below.

![Diagram of a rectangular paper with dimensions 20 cm x 30 cm]

Which of the following best approximates the area of the entire spill?

A  100 cm²
B  300 cm²  *
C  400 cm²
D  600 cm²
Junior Mathematics

LEVEL 4
Uses sophisticated approaches to problems, generating comprehensive solutions, which are then communicated in a precise, technical manner.

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

For a Level 4 mathematics result, students typically
- recognize the relationship between mathematical problems and real-life situations.
- 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.
- clearly show mathematical thinking and processes through charts, graphs, geometric figures and shapes, number concepts, formulas and expressions.
- evaluate their answers and explain why their solutions are reasonable.

Here are some suggestions, based on a Level 4 achievement result, that you might find helpful in supporting your child’s learning at home.
- Have your child help you solve everyday problems that use operations, shapes and measurement and talk about your decisions while solving them.
- Play games that require logic and reasoning and have your child explain the best way to play the game.
- Have your child show you how to use information from different sources (e.g., charts, graphs, geometric figures and shapes, number concepts and formulas) to solve problems.
- Talk about the importance of mathematics in everyday activities.

Additional Information

Sample Mathematics Responses at Level 4
The sample responses are from one student’s body of work in mathematics at Level 4. One student’s work is used to provide a more comprehensive view of the characteristics of an overall performance on an EQAO assessment.

Descriptions of Typical Student Mathematics Performances
This chart describes a typical student performance in mathematics on EQAO’s junior-division assessment at the four levels of achievement.

Examples of EQAO Test Questions
The student assessment booklets contain actual questions from the assessments. The scoring guides contain examples of student work corresponding to each score code.

Tips and Tools for Parents
Additional strategies and information for helping your child with reading, writing and mathematics
OBSERVATIONS

In these questions, the student has selected and accurately applied operations and mathematical vocabulary. In the first question, the student’s written evidence shows careful calculation and the ability to think through a multi-step problem to solve for each variable (a and b) and then calculate the product.

The second question requires the student to understand the relationships among numbers, units and operations to calculate each person’s age in four years—16 and 40—create a ratio (16:40) and reduce it to lower terms (2:5).

SAMPLE ANSWER

If $6 \times a = 54$ and $b - a = 14$, what is $a \times b$?

A  32
B  45
C  126
D  207*

$9q = a$

$\frac{9}{5}q$

$a = 9$

$b = 23$

$9 \times 23 = 207$

$\frac{a}{b} = \frac{207}{23}$

SAMPLE ANSWER

Natasha is 12 years old. Her teacher is 36 years old. Which ratio represents Natasha’s age in 4 years to her teacher’s age in 4 years?

F  1:3
G  2:5*
H  3:10
J  4:9
**OBSERVATION**

The student has demonstrated an integrated and flexible understanding of the key concepts and selected the correct answer. The use of arrows suggests that the student has deconstructed the bars in the double-bar graph and compared lengths—a more flexible solution than adding the sets of numbers and comparing the totals.

**SAMPLE ANSWER**

The bar graph shows the number of pages the boys and girls in Miss Jaya's class read in one week.

![Double-bar graph](image)

Which conclusion can be made about the number of pages read?

A. The boys read more pages than the girls during this week.

B. The girls read more pages than the boys during this week.

C. The students read more pages on Tuesday than on Monday.

D. The boys and the girls read the same number of pages during this week.
SAMPLE ANSWER

Ms. Lewis has 50 blocks. She uses 22 of these blocks to make the pattern shown below.

Stage 1  Stage 2  Stage 3  Stage 4

How many stages will Ms. Lewis be able to complete with the 50 blocks?

Justify your answer.

Ms. Lewis will be able to complete 5 full stages of this pattern. I know because 5 stages uses 35 blocks, but if you try 6 stages it equals 51 blocks, that needs one extra block. So you can only make 5 stages.

\[
\begin{align*}
10+2=12 \\
13+3=16 \\
15+5=20 \\
12+6=18 \\
10+5=15 \\
13+2=15
\end{align*}
\]

\[S = \text{stage number} \]

\[
\begin{align*}
21 \quad 7 \quad S_1 = 2 \\
27 \quad 12 \quad S_2 = 4 \\
51 \quad 29 \quad S_3 = 6 \\
60 \quad 52 \quad S_4 = 8 \\
51 \quad \text{Stage number}
\end{align*}
\]
OBSERVATIONS

This question asks the student to use precise mathematical vocabulary and notation to explain the solution and support his or her mathematical thinking.

The graph is clear and properly labelled, and the data are correctly graphed. The explanation refers to the purpose for the communication, showing the student has understood and used the context.

SAMPLE ANSWER

The table below shows the weekly video sales at a store over a five-week period.

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of videos sold</td>
<td>550</td>
<td>325</td>
<td>275</td>
<td>100</td>
<td>50</td>
</tr>
</tbody>
</table>

Draw a broken-line graph to represent this data. Show titles and labels on the graph.

Explain why a broken-line graph is the most appropriate graph to represent this data.

I think a broken line graph is the most appropriate to represent the data since it shows if the business is improving or not.
OBSERVATIONS

These responses show that the student has generated comprehensive, accurate solutions to multi-step problems, shown a high level of facility with mathematical expression and used precise mathematical vocabulary and notation to justify his or her solutions.

In an unusual solution to the fence problem, the student has determined the total length in metres of 16 sections of fence and multiplied it by the cost of one metre. The student’s mathematical thinking is clearly and precisely represented.

Although the response that the probability stays the same is accurate, the student has considered the increase in green and yellow marbles but not the idea that the whole has changed. The probability of green has gone from \(\frac{3}{8}\) to \(\frac{3}{10}\), both equal to \(\frac{1}{2}\).

SAMPLE ANSWER

Carmen wants to install a fence. Each section of fence is 2.4 metres long and costs $6.00 per metre. Carmen will need 16 sections of fence. How much change should he receive from $250?

Show your work.

\[
\begin{array}{c}
\text{2.4 m of fence needed} \\
\text{16 sections} \\
\text{24.0} \\
\text{230.40} \\
\text{230.40} - 230.40 \\
\hline
\text{19.60}
\end{array}
\]

Carmen should receive $19.60 from $250.

SAMPLE ANSWER

Keenan places 3 green marbles, 4 yellow marbles and 1 blue marble in a bag.

Keenan then adds 1 green marble and 1 yellow marble to the bag.

Does the probability that Keenan will randomly choose a yellow marble increase, decrease or stay the same?

Circle one: Increases Decreases Stays the same

Justify your answer.

I think the probability of choosing a yellow marble will stay the same because Keenan added 1 green and less green marble. Before there was one less green marble, too. Now the probability of choosing a yellow marble stays the same.
**OBSERVATION**

The response is comprehensive and accurate and demonstrates an integrated and flexible mathematical understanding. This student has ignored the ones in both fractions and dealt with the fractional relationships added onto one (i.e., ½, ¾ and ⁵⁄₈), showing a deep and flexible understanding of fractions and percents. The student's ability to work with percents over 100% indicates a deep understanding of the relationship between percents and fractions. The student has used precise mathematical vocabulary and notation to justify his or her solutions.

**SAMPLE ANSWER**

Consider the fractions \(\frac{3}{2}\) and \(1\frac{3}{4}\).

- Which of these fractions is larger?

Justify your answer.

I think \(1\frac{3}{4}\) is a larger fraction because it is one whole and 75%, whereas \(\frac{3}{2}\) is 1 whole and 50%, so \(1\frac{3}{4}\) is larger.

The larger fraction is \(\frac{3}{2}\).

- Find a fraction between \(\frac{3}{2}\) and \(1\frac{3}{4}\).

Justify your answer.

\(\frac{\frac{3}{2}}{3}\) is a fraction between \(\frac{3}{2}\) and \(1\frac{3}{4}\) because it is \(\frac{1}{4}\) and 62.5% which means it is not smaller than \(\frac{3}{2}\) and not bigger than \(1\frac{3}{4}\).

A fraction between \(\frac{3}{2}\) and \(1\frac{3}{4}\) is \(\frac{5}{3}\).
SAMPLE ANSWER

Determine the area of the parallelogram below.

![Parallelogram Diagram]

The area of the parallelogram is \(8 \text{ units}^2\).

Draw a triangle and a rectangle each with the same area as the parallelogram. Use the grid below.

![Grid with Shapes]

Justify your answers.

The rectangle and triangle have the same area as the parallelogram. I say that because all of the shapes have a area of \(8 \text{ units}^2\).
## Junior Mathematics

### Descriptions of Typical Student Mathematics Performances on EQAO’s Junior-Division Assessment at the Four Levels of Achievement

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
<th>MATHEMATICS</th>
</tr>
</thead>
</table>
| **LEVEL 4** | Student performance at this level surpasses the provincial standard. | **At Level 4, students typically**  
- recognize the relationship between mathematical problems and real-life situations.  
- 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.  
- clearly show mathematical thinking and processes through charts, graphs, geometric figures and shapes, number concepts, formulas and expressions.  
- evaluate their answers and explain why their solutions are reasonable. |
| **LEVEL 3** | Student performance at this level meets the provincial standard. | **At Level 3, students typically**  
- select and correctly use operations and formulas to solve multi-step problems, and clearly explain their results.  
- recognize when problems require more information than provided and fill in gaps to arrive at solutions.  
- check solutions for reasonableness. |
| **LEVEL 2** | Student performance at this level approaches the provincial standard. | **At Level 2, students typically**  
- use computational skills (addition, subtraction, multiplication, division) and procedures accurately when solving familiar problems.  
- use the information in the question to plan a solution but may not check it for reasonableness.  
- show their mathematical thinking with a few words and simple sketches. |
| **LEVEL 1** | Student performance at this level is much below the provincial standard. | **At Level 1, students typically**  
- rely only on addition and subtraction and familiar procedures when answering questions.  
- use simple one-step rules and strategies to solve most problems.  
- create a solution when all of the information and steps are provided in the question.  
- use a limited mathematical vocabulary (terminology, symbols, visuals) to explain their work. |

Corresponds to an A− to A+

Corresponds to a B− to B+

Corresponds to a C− to C+

Corresponds to a D− to D+
# Levels of Achievement at a Glance

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

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
<th>READING</th>
<th>WRITING</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 4</strong></td>
<td><strong>DESCRIPTION</strong></td>
<td><strong>At Level 4, students typically</strong></td>
<td><strong>At Level 4, students typically</strong></td>
<td><strong>At Level 4, students typically</strong></td>
</tr>
<tr>
<td></td>
<td>Student performance at this level surpasses the provincial standard. Corresponds to an A− to A+</td>
<td>• make accurate predictions, inferences and interpretations about the ideas, people and events in the reading materials.</td>
<td>• develop ideas with details that make their main idea clear and consistent.</td>
<td>• recognize the relationship between mathematical problems and real-life situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• draw clear and insightful conclusions about the situations and problems in what they read.</td>
<td>• select words and phrases that make their meaning clear.</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• support their opinions with relevant and specific details from the reading materials.</td>
<td>• organize ideas logically into well-developed paragraphs with effective transition words.</td>
<td>• clearly show mathematical thinking and processes through charts, graphs, geometric figures and shapes, number concepts, formulas and expressions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• connect their interpretations to their background knowledge and personal experiences.</td>
<td>• use a variety of organizational patterns to structure their writing.</td>
<td>• evaluate their answers and explain why their solutions are reasonable.</td>
</tr>
<tr>
<td><strong>LEVEL 3</strong></td>
<td><strong>DESCRIPTION</strong></td>
<td><strong>At Level 3, students typically</strong></td>
<td><strong>At Level 3, students typically</strong></td>
<td><strong>At Level 3, students typically</strong></td>
</tr>
<tr>
<td></td>
<td>Student performance at this level meets the provincial standard. Corresponds to a B− to B+</td>
<td>• clearly explain the meaning of what they read.</td>
<td>• clearly express ideas with relevant supporting details, but some details may be vague or limited.</td>
<td>• select and correctly use operations and formulas to solve multi-step problems, and clearly explain their results.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• give opinions about what they read and provide reasons and relevant details as support.</td>
<td>• organize ideas into paragraphs.</td>
<td>• recognize when problems require more information than provided and fill in gaps to arrive at solutions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• compare the ideas and events in the reading to other experiences and situations.</td>
<td>• use dialogue, quotations, word choice, etc., to help the flow of ideas.</td>
<td>• check solutions for reasonableness.</td>
</tr>
<tr>
<td><strong>LEVEL 2</strong></td>
<td><strong>DESCRIPTION</strong></td>
<td><strong>At Level 2, students typically</strong></td>
<td><strong>At Level 2, students typically</strong></td>
<td><strong>At Level 2, students typically</strong></td>
</tr>
<tr>
<td></td>
<td>Student performance at this level approaches the provincial standard. Corresponds to a C− to C+</td>
<td>• use the information in the question to determine an appropriate answer.</td>
<td>• provide few details to support and develop ideas.</td>
<td>• use computational skills (addition, subtraction, multiplication, division) and procedures accurately when solving familiar problems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• paraphrase the important ideas in what they read.</td>
<td>• use simple logical structures (e.g., simple sequence, introduction/conclusion) but may include details that are confusing or sound like a simple list.</td>
<td>• use the information in the question to plan a solution but may not check it for reasonableness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• make predictions and draw simple conclusions about people and events based on personal experiences and their understanding of what they are reading.</td>
<td>• use some common transition words (e.g., first, next, secondly) to link ideas.</td>
<td>• show their mathematical thinking with a few words and simple sketches.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• choose few or less significant details from the reading selection to support their answer.</td>
<td>• make simple sentences with accurate punctuation.</td>
<td></td>
</tr>
<tr>
<td><strong>LEVEL 1</strong></td>
<td><strong>DESCRIPTION</strong></td>
<td><strong>At Level 1, students typically</strong></td>
<td><strong>At Level 1, students typically</strong></td>
<td><strong>At Level 1, students typically</strong></td>
</tr>
<tr>
<td></td>
<td>Student performance at this level is much below the provincial standard. Corresponds to a D− to D+</td>
<td>• show a very basic understanding of who and what the reading is about.</td>
<td>• include a few simple ideas with minimal development.</td>
<td>• rely only on addition and subtraction and familiar procedures when answering questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• understand some important ideas in their reading but may miss the main idea.</td>
<td>• structure writing through simple sequencing or listing, but ideas may be repeated or confusing.</td>
<td>• use simple one-step rules and strategies to solve most problems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• make weak, simple predictions about the people and events in the text, based on personal experiences.</td>
<td>• use some simple sentences that may or may not include basic punctuation.</td>
<td>• create a solution when all of the information and steps are provided in the question.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• among numbers, grouping and classifying information, estimating, comparing answers to questions) to solve multi-step problems accurately.</td>
<td>• use a limited mathematical vocabulary (terminology, symbols, visuals) to explain their work.</td>
</tr>
</tbody>
</table>