Released Questions with Provincial Data

Mathematics

In This Resource:

- Details of the Assessment
- Results Reported
- Definitions of the Categories of Knowledge and Skills
- Suggested Uses for This Resource
- Questions
- Questions with Answers and Provincial Data

This resource is provided to support educators with the mathematics component of the EQAO Assessment of Reading, Writing and Mathematics, Primary Division. Each mathematics question on the assessment is mapped to a category of knowledge and skills and an overall and a specific expectation in *The Ontario Curriculum, Grades 1–8: Mathematics* (2020). This resource includes the definitions of the categories of knowledge and skills as well as examples of assessment questions. Detailed information about each question, including the overall expectation and category of knowledge and skills to which the question is mapped, the correct answer and provincial data, are provided. For more information about the assessment design, refer to the *Framework* at www.eqao.com.

DETAILS OF THE ASSESSMENT

The EQAO Assessment of Reading, Writing and Mathematics, Primary Division, is an online assessment completed by students at the end of Grade 3. The mathematics component of the assessment uses a multi-stage computer adaptive testing model that adapts to the individual student's performance as the student progresses through the stages of the assessment (e.g., based on a student's performance in Stage 1, the student will be routed to a set of questions that is overall easier or more difficult in Stage 2). Though students are routed to different question sets, outcomes are put on the same scale, and overall levels of achievement are comparable.

The mathematics component assesses the knowledge and skills that are defined in the expectations found in *The Ontario Curriculum, Grades 1–8: Mathematics* (2020). The questions assess students' knowledge and skills in these strands:

- Number
- Algebra
- Data
- Spatial Sense
- Financial Literacy

Although the assessment does not measure the content in the Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Processes strand, students may be required to apply mathematical processes while completing the assessment.

Each question on the assessment is mapped to an overall and a specific curriculum expectation. Each question is also mapped to one of these categories of knowledge and skills:

- Knowledge and Understanding (**KU**)
- Application (**AP**)
- Thinking (**TH**)

Questions in the mathematics component do not assess the Communication category of knowledge and skills.

During each stage of the assessment, students complete questions mapped to each of the three categories of knowledge and skills assessed. The category assigned to each question assumes that students have been taught the knowledge and skills outlined in the Grade 3 mathematics curriculum, as the EQAO assessment is completed near the end of Grade 3.

Regardless of how students are routed as they progress through the stages of the assessment, students complete the same number of questions from each of the various strands assessed, as the assessment follows a blueprint. The blueprint, which can be found in the *Framework,* defines how many questions a student will complete from each strand. This makes the assessment comparable from year to year. (For more information, see www.eqao.com.)

RESULTS REPORTED

The EQAO Assessment of Reading, Writing and Mathematics, Primary Division, is a standards-referenced large-scale assessment based on the expectations and standards (levels of achievement) for student proficiency in *The Ontario Curriculum.* EQAO reports an overall level of achievement in mathematics for each student. EQAO does not provide results by strand or by category of knowledge and skills at the student level, as each student does not complete enough questions mapped to each strand or skill to report on each accurately. However, through the EQAO secure reporting tool, the agency provides reports by strand and skill at the school, board and provincial levels for schools and boards to use for improvement planning.

DEFINITIONS OF THE CATEGORIES OF KNOWLEDGE AND SKILLS

EQAO has adapted the definitions of the three categories below from the achievement chart for mathematics found in the Ontario mathematics curriculum. This section outlines the definitions EQAO uses to determine the category for each question on the assessment.

Knowledge and Understanding

A question is mapped to Knowledge and Understanding if in order to answer the question students must demonstrate only

- subject-specific content (knowledge) and/or
- comprehension of its meaning and significance (understanding).

These questions assess basic knowledge and/or understanding of concepts.

Application

A question is mapped to Application if in order to answer the question students must either

- select the appropriate tool or
- get the necessary information and "fit" it to the problem.

The category that a question is mapped to may change from Knowledge and Understanding to Application if a context is added or if a tool required to answer the question is not provided.

Thinking

A question is mapped to Thinking if in order to answer the question students must either

- select and sequence a variety of tools or
- demonstrate a critical thinking process (e.g., reasoning).

Students may need to make a plan to answer these questions.

PREVIOUS EDITIONS

For additional released questions, please refer to the previous editions of this resource: January 2025, November 2023.

SUGGESTED USES FOR THIS RESOURCE

Here is a suggested list of how the example questions can be used in the classroom:

Use questions without including the answer options. Students can answer the question and then discuss the steps required and other possible answers, including those arrived at through common errors or misconceptions. Discuss whether there are multiple methods that can be used to answer the question. Students can then compare their answer to the given options.

Use technology in the classroom to have students record answers instantly, which will allow for discussion of correct answers and the common errors or misconceptions associated with the incorrect options. The discussion can lead to a deeper understanding of concepts and assist students in correcting their own misconceptions.

Use questions as part of a pre- and post-assessment on a topic to show students their improved understanding within a unit.

Use questions when spiralling as a method to revisit topics.

Encourage students to use manipulatives, and model how to use them effectively. For example, fraction strips or towers can be used with questions mapped to expectations in the Number or Data strand.

Analyze the provincial data for each question and consider how students at each level responded. Consider how the provincial data relates to how your students responded to the question. Review each answer option and how different responses can demonstrate potential strengths and areas for improvement.

QUESTIONS

These released questions are from the mathematics component of the primary-division assessment. This section provides the overall expectation and the category of knowledge and skills for each question.

B. NUMBER

B1. Number Sense

demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life

1 KU Which option shows the correct way to write this number in words?

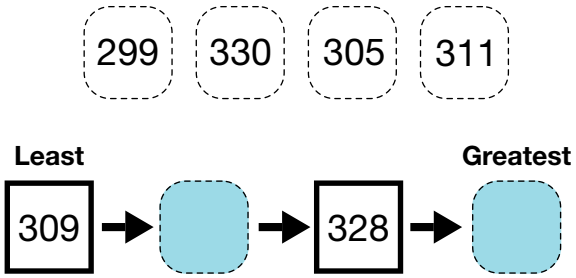
A three-five

B thirty-five

C five-three

D fifty-three

2 AP Drag and drop **two** of the numbers into the boxes so that they are in order from least to greatest.



B2. Operations

use knowledge of numbers and operations to solve mathematical problems encountered in everyday life

3 What is 95 + 19?

KU

A 104

B 114

C 115

D 120

4 There are 15 students in the gym.

AP

The teacher puts the students into groups of 3.

How many groups are there?

A 4 groups

B 5 groups

C 6 groups

D 12 groups

5 **TH** Raven has 5 groups of tiles with 6 tiles in each group.

Mario has 2 groups of tiles with 8 tiles in each group.

How many **more** tiles in total does Raven have than Mario?

A 10 tiles

B 14 tiles

C 16 tiles

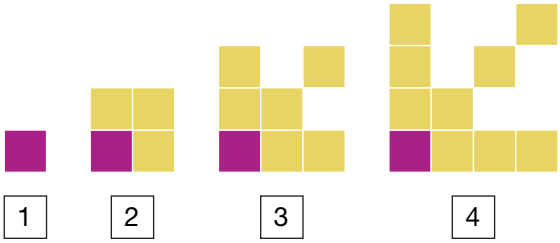
D 30 tiles

C. ALGEBRA

C1. Patterns and Relationships

identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts

6 How many tiles in total would be in the
AP 6th position of this growing pattern?



A 10 tiles

B 13 tiles

C 16 tiles

D 19 tiles

7 What is the pattern rule for this pattern?
TH

17, ___, ___, 29, ___, ___, ___, 45, ...

A +4

B +6

C +12

D +16

C2. Equations and Inequalities

demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts

8 Which expression is equal to 2 × 8?
KU

A 8 + 2

B 2 + 8

C 2 + 2 + 2 + 2

D 8 + 8

9 Drag and drop the correct operation into each blank to make each set of expressions equivalent.
TH

+ − × ÷

20 ÷ 4 = 1 ◯ 5

16 − 8 = 6 ◯ 2

2 × 3 = 30 ◯ 5

C3. Coding

solve problems and create computational representations of mathematical situations using coding concepts and skills

10 A line of code is used to add 5 to a number 3 times.
AP

What line of code could be used to create a loop to "add 5 to **number**" 3 times?

A
repeat 5 times
add 3 to **number**

B
forever
add 5 to **number**

C
repeat 5 times
add 2 to **number**

D
repeat 3 times
add 5 to **number**

C4. Mathematical Modelling

Currently there are no EQAO questions mapped to this overall expectation. There are no specific expectations for this overall expectation.

D. DATA

D1. Data Literacy

manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life

11 KU This table shows the total number of students at four different schools.

Name of school	Number of students
Green Valley School	240
Elmhurst School	310
Oak View School	204
Linkshore School	301

Which statement is true?

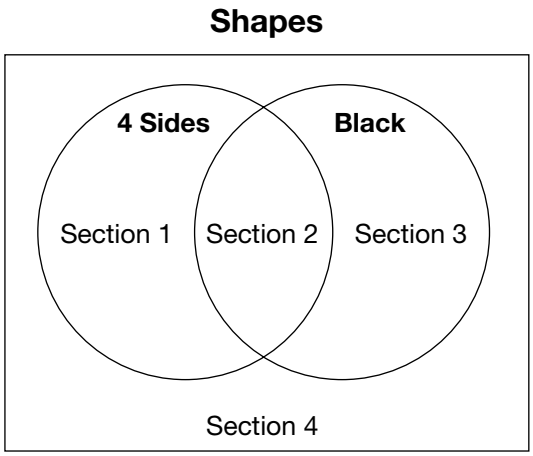
A Linkshore School has the most students.

B Green Valley School has the fewest students.

C Linkshore School has fewer students than Oak View School does.

D Elmhurst School has more students than Oak View School does.

12 TH Choose the shape that would be sorted into **Section 2** of this Venn diagram.



A 

B 

C 

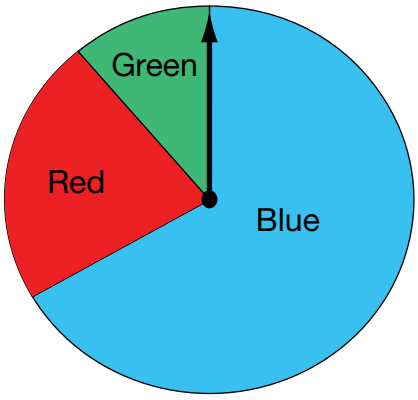
D 

D2. Probability

describe the likelihood that events will happen, and use that information to make predictions

13 Ahmed spins the arrow on this spinner once.

KU



Drag and drop the likelihood of the arrow landing on each colour.

unlikely | certain | impossible | likely

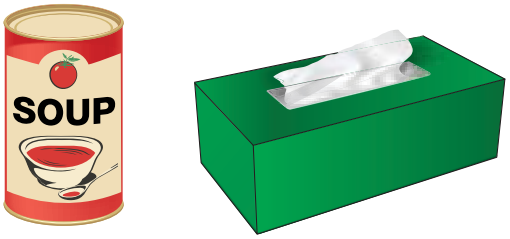
Yellow	
Red	
Blue	

E. SPATIAL SENSE

E1. Geometric and Spatial Reasoning

describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them

14 KU What three-dimensional objects are the same as this can of soup and tissue box?



A a cylinder and a prism

B a cone and a prism

C a pyramid and a cylinder

D a cube and a pyramid

15 AP A pyramid has 5 faces that are triangles.

What shape is the base of the pyramid?

A square

B triangle

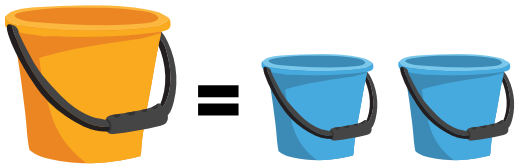
C hexagon

D pentagon

E2. Measurement

compare, estimate, and determine measurements in various contexts

16 AP One large orange pail holds the same amount of sand as two small blue pails.



How many small pails of sand are needed to fill 8 large pails?

A 2 small pails

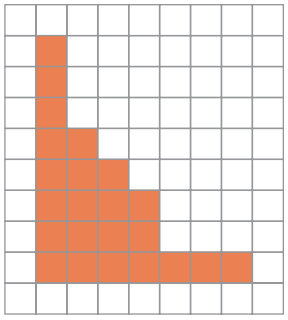
B 8 small pails

C 10 small pails

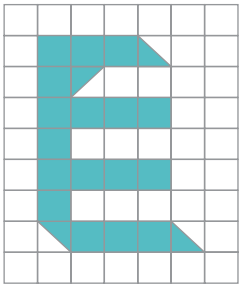
D 16 small pails

17 TH How much greater is the area of Shape A than that of Shape B?

Shape A



Shape B



1 cm^2

A 2 cm^2

B 4 cm^2

C 5 cm^2

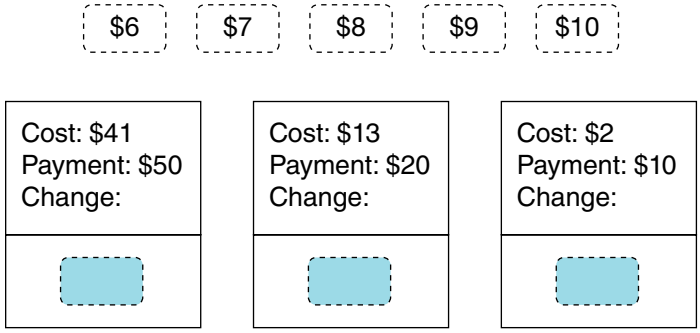
D 6 cm^2

F. FINANCIAL LITERACY

F1. Money and Finances

demonstrate an understanding of the value and use of Canadian currency

18 Drag and drop the correct change into the box for each
AP of the three scenarios.

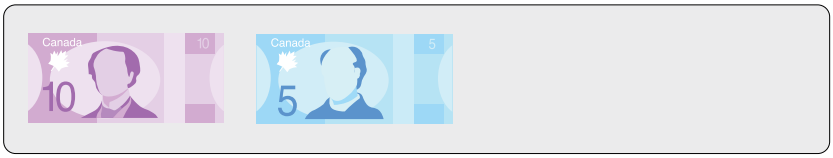


19 TH A teacher buys a calculator for $14 and a package of markers for $9.

The teacher pays with **two** twenty-dollar bills.

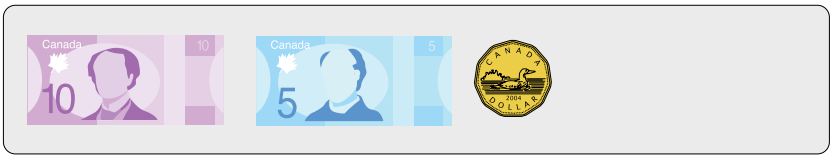
Which option shows the change the teacher should receive?

A

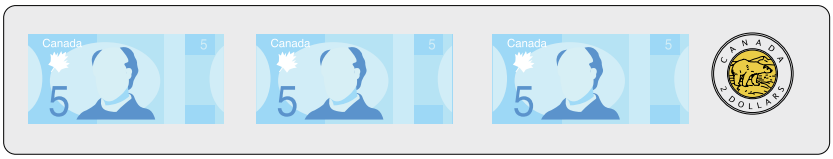


B

C



D



QUESTIONS WITH ANSWERS AND PROVINCIAL DATA

Sample Data with Observations

In this section, each question is presented with the correct response and its data in a table. This data shows the percentage of students who selected each answer choice by level. The observations that follow each table are provided for consideration as the data in the table is analyzed.

	No Response	A	B	C	D
Below Level 1	4	22	26	26	22
Level 1	1	13	37	29	20
Level 2	0	10	55	22	12
Level 3	0	5	75	14	7
Level 4	0	1	92	4	2

LEGEND			
0–24	25–49	50–79	80–100

The correct answer, option B, was selected by

- 26% of all students who received Below Level 1;
- 37% of all students who received Level 1;
- 55% of all students who received Level 2;
- 75% of all students who received Level 3 and
- 92% of all students who received Level 4.

Among all the students who received a Level 3 on the assessment,

- 75% selected the correct answer, option B;
- 5% selected option A;
- 14% selected option C and
- 7% selected option D.

One of the incorrect answers, option C, was selected by 29% of students who received a Level 1 and 22% of students who received Level 2.

Reminders:

- The percentages in a row for a particular question and a particular level are not provided when the row's sample size is fewer than 49 students. In these cases, ND (not enough data) is shown.
- The percentages in each row may not add up to 100%, due to rounding.
- The legend provided applies to each table with the data.
- For some of the questions in this resource, the data provided shows the percentage of students whose responses were fully correct, partially correct or incorrect at each achievement level.

Using the Data

There are many things to consider when reviewing the data. It is not possible to know why the students selected the response they did. In a single-selection question with four options, if the percentages in one row (at a specific level) are approximately 25% each, this may demonstrate that many of the students who received the particular level guessed.

B. NUMBER

B1. Number Sense

demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life

1 Which option shows the correct way to write
KU this number in words?

A three-five

B thirty-five

C five-three

D fifty-three

English-Language Schools

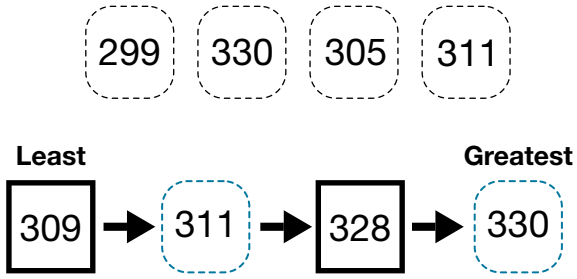
	No Response	A	B	C	D
Below Level 1	3	49	24	9	15
Level 1	0	30	59	3	8
Level 2	0	10	88	1	1
Level 3	0	3	96	0	0
Level 4	ND	ND	ND	ND	ND

French-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	1	27	63	1	8
Level 2	0	13	84	1	2
Level 3	0	4	96	0	1
Level 4	ND	ND	ND	ND	ND

B1. Number Sense (continued)

2 **AP** Drag and drop **two** of the numbers into the boxes so that they are in order from least to greatest.



English-Language Schools

	No Response	Both Correct	Partially Correct (311)	Partially Correct (330)	Fully Incorrect
Below Level 1	4	4	4	15	73
Level 1	1	29	7	25	38
Level 2	0	65	3	21	10
Level 3	0	88	1	9	1
Level 4	0	97	1	2	0

French-Language Schools

	No Response	Both Correct	Partially Correct (311)	Partially Correct (330)	Fully Incorrect
Below Level 1	ND	ND	ND	ND	ND
Level 1	0	27	8	27	37
Level 2	0	61	1	26	12
Level 3	0	86	2	9	2
Level 4	0	96	0	4	0

B2. Operations

use knowledge of numbers and operations to solve mathematical problems encountered in everyday life

3 What is 95 + 19?

KU

A 104

B 114

C 115

D 120

English-Language Schools

	No Response	A	B	C	D
Below Level 1	2	33	22	15	28
Level 1	0	19	52	10	19
Level 2	0	6	84	5	5
Level 3	0	3	94	1	2
Level 4	ND	ND	ND	ND	ND

French-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	0	13	58	8	20
Level 2	0	3	91	3	4
Level 3	0	3	96	1	1
Level 4	ND	ND	ND	ND	ND

B2. Operations (continued)

4 AP

There are 15 students in the gym.

The teacher puts the students into groups of 3.

How many groups are there?

A 4 groups

B 5 groups

C 6 groups

D 12 groups

English-Language Schools

	No Response	A	B	C	D
Below Level 1	2	25	20	17	37
Level 1	0	21	29	16	34
Level 2	0	12	56	13	19
Level 3	0	6	86	4	4
Level 4	ND	ND	ND	ND	ND

French-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	0	14	23	17	47
Level 2	0	11	62	9	17
Level 3	0	6	90	3	1
Level 4	ND	ND	ND	ND	ND

B2. Operations (continued)

5 **TH** Raven has 5 groups of tiles with 6 tiles in each group.

Mario has 2 groups of tiles with 8 tiles in each group.

How many **more** tiles in total does Raven have than Mario?

A 10 tiles

B 14 tiles

C 16 tiles

D 30 tiles

English-Language Schools

	No Response	A	B	C	D
Below Level 1	3	34	23	18	22
Level 1	1	36	23	17	23
Level 2	0	36	26	15	22
Level 3	0	12	67	10	11
Level 4	0	1	96	2	1

French-Language Schools

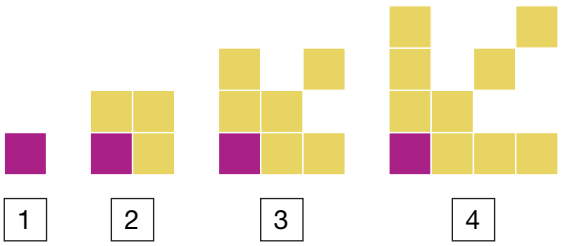
	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	1	33	25	17	24
Level 2	0	33	28	14	24
Level 3	0	11	67	8	14
Level 4	0	0	98	1	1

C. ALGEBRA

C1. Patterns and Relationships

identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts

6 How many tiles in total would be in the
AP 6th position of this growing pattern?



A 10 tiles

B 13 tiles

C 16 tiles

D 19 tiles

English-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	ND	ND	ND	ND	ND
Level 2	0	19	24	26	31
Level 3	0	8	22	52	18
Level 4	0	1	12	80	6

French-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	ND	ND	ND	ND	ND
Level 2	0	16	19	39	26
Level 3	0	7	10	64	19
Level 4	0	2	5	86	7

C1. Patterns and Relationships (continued)

7 What is the pattern rule for this pattern?
TH

17, __, __, 29, __, __, __, 45, ...

A +4

B +6

C +12

D +16

English-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	ND	ND	ND	ND	ND
Level 2	1	24	30	33	12
Level 3	0	35	41	20	4
Level 4	0	57	37	5	1

French-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	ND	ND	ND	ND	ND
Level 2	ND	ND	ND	ND	ND
Level 3	0	42	41	14	3
Level 4	0	62	35	2	1

C2. Equations and Inequalities

demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts

8 Which expression is equal to 2 × 8?

KU

A 8 + 2

B 2 + 8

C 2 + 2 + 2 + 2

D 8 + 8

English-Language Schools

	No Response	A	B	C	D
Below Level 1	2	28	28	26	16
Level 1	0	20	29	30	21
Level 2	0	8	11	17	63
Level 3	0	2	2	4	93
Level 4	0	0	0	1	99

French-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	1	14	25	25	36
Level 2	0	3	7	10	79
Level 3	0	1	1	2	97
Level 4	0	0	0	0	100

C2. Equations and Inequalities (continued)

9 **TH** Drag and drop the correct operation into each blank to make each set of expressions equivalent.

+ − × ÷

20 ÷ 4 = 1 [×] 5

16 − 8 = 6 [+] 2

2 × 3 = 30 [÷] 5

English-Language Schools

	No Response	All Three Correct	Two Correct	One Correct	None Correct
Below Level 1	ND	ND	ND	ND	ND
Level 1	ND	ND	ND	ND	ND
Level 2	1	14	12	26	47
Level 3	0	48	14	19	19
Level 4	0	89	6	4	2

French-Language Schools

	No Response	All Three Correct	Two Correct	One Correct	None Correct
Below Level 1	ND	ND	ND	ND	ND
Level 1	ND	ND	ND	ND	ND
Level 2	0	28	18	22	31
Level 3	0	59	14	14	13
Level 4	0	93	4	3	1

C3. Coding

solve problems and create computational representations of mathematical situations using coding concepts and skills

10 **AP** A line of code is used to add 5 to a number 3 times.

What line of code could be used to create a loop to "add 5 to **number**" 3 times?

A
repeat 5 times
add 3 to **number**

B
forever
add 5 to **number**

C
repeat 5 times
add 2 to **number**

D
repeat 3 times
add 5 to **number**

English-Language Schools

	No Response	A	B	C	D
Below Level 1	2	40	26	8	23
Level 1	0	41	24	9	25
Level 2	0	46	12	7	34
Level 3	0	36	8	3	52
Level 4	0	13	6	1	80

French-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	0	41	24	6	29
Level 2	0	42	10	9	40
Level 3	0	36	5	3	56
Level 4	0	14	3	1	82

D. DATA

D1. Data Literacy

manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life

11 KU This table shows the total number of students at four different schools.

Name of school	Number of students
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Which statement is true?

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B Green Valley School has the fewest students.

C Linkshore School has fewer students than Oak View School does.

D Elmhurst School has more students than Oak View School does.

English-Language Schools

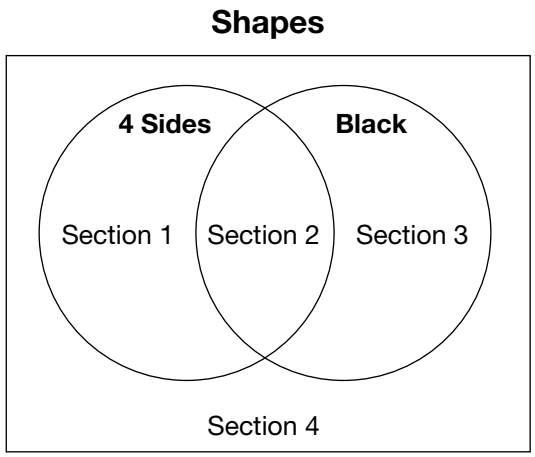
	No Response	A	B	C	D
Below Level 1	6	46	22	15	12
Level 1	1	34	17	16	32
Level 2	0	14	8	11	67
Level 3	0	6	2	6	87
Level 4	ND	ND	ND	ND	ND

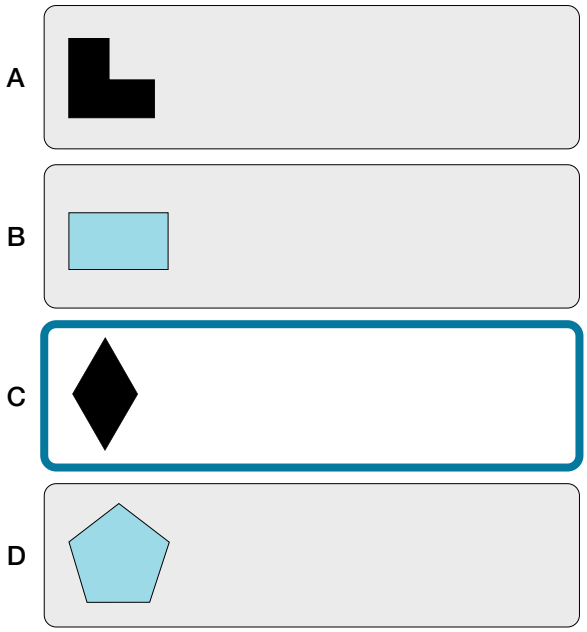
French-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	0	33	14	21	32
Level 2	0	13	7	9	71
Level 3	0	5	1	2	92
Level 4	ND	ND	ND	ND	ND

D1. Data Literacy (continued)

12TH Choose the shape that would be sorted into **Section 2** of this Venn diagram.





English-Language Schools

	No Response	A	B	C	D
Below Level 1	4	35	30	13	17
Level 1	1	29	32	23	15
Level 2	0	19	21	49	10
Level 3	0	7	8	79	5
Level 4	ND	ND	ND	ND	ND

French-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	1	31	32	19	17
Level 2	0	18	25	46	11
Level 3	0	6	13	75	7
Level 4	ND	ND	ND	ND	ND

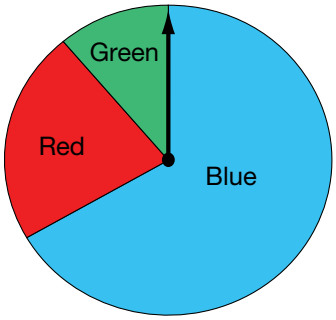
QUESTIONS WITH ANSWERS AND PROVINCIAL DATA (continued)

D2. Probability

describe the likelihood that events will happen, and use that information to make predictions

13 Ahmed spins the arrow on this spinner once.

KU



Drag and drop the likelihood of the arrow landing on each colour.

unlikely | certain | impossible | likely

Yellow	impossible
Red	unlikely
Blue	likely

English-Language Schools

	No Response	All Three Correct	Two Correct	One Correct	None Correct
Below Level 1	ND	ND	ND	ND	ND
Level 1	ND	ND	ND	ND	ND
Level 2	0	28	28	37	6
Level 3	0	55	23	20	3
Level 4	0	82	13	4	0

French-Language Schools

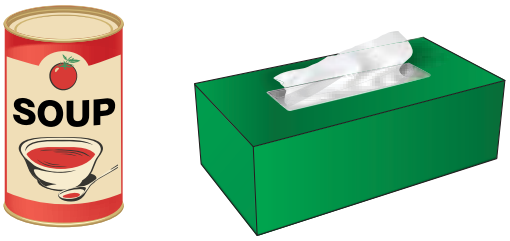
	No Response	All Three Correct	Two Correct	One Correct	None Correct
Below Level 1	ND	ND	ND	ND	ND
Level 1	ND	ND	ND	ND	ND
Level 2	0	46	39	7	6
Level 3	0	73	23	2	1
Level 4	0	90	9	1	0

E. SPATIAL SENSE

E1. Geometric and Spatial Reasoning

describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them

14 What three-dimensional objects are the same
KU as this can of soup and tissue box?



A a cylinder and a prism

B a cone and a prism

C a pyramid and a cylinder

D a cube and a pyramid

English-Language Schools

	No Response	A	B	C	D
Below Level 1	2	43	20	14	20
Level 1	0	56	16	13	15
Level 2	0	74	8	9	8
Level 3	0	88	4	5	4
Level 4	ND	ND	ND	ND	ND

French-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	0	44	17	20	19
Level 2	0	72	8	11	8
Level 3	0	91	2	2	5
Level 4	ND	ND	ND	ND	ND

E1. Geometric and Spatial Reasoning (continued)

15 A pyramid has 5 faces that are triangles.
AP

What shape is the base of the pyramid?

A square

B triangle

C hexagon

D pentagon

English-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	ND	ND	ND	ND	ND
Level 2	0	38	38	8	15
Level 3	0	38	27	9	26
Level 4	0	18	14	4	63

French-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	ND	ND	ND	ND	ND
Level 2	0	31	29	12	28
Level 3	0	28	21	10	41
Level 4	0	14	8	4	74

E2. Measurement

compare, estimate, and determine measurements in various contexts

16 One large orange pail holds the same amount
AP of sand as two small blue pails.

How many small pails of sand are needed to fill 8 large pails?

A 2 small pails

B 8 small pails

C 10 small pails

D 16 small pails

English-Language Schools

	No Response	A	B	C	D
Below Level 1	4	41	23	14	18
Level 1	1	42	27	15	16
Level 2	0	30	26	17	27
Level 3	0	8	10	7	75
Level 4	0	1	1	0	98

French-Language Schools

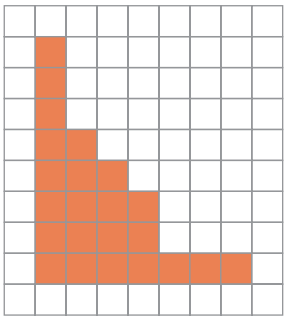
	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	0	36	35	20	9
Level 2	0	28	25	15	31
Level 3	0	5	9	5	81
Level 4	0	0	1	1	98

E2. Measurement (continued)

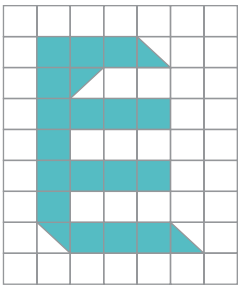
17 How much greater is the area of Shape A than that of Shape B?

TH

Shape A



Shape B



1 cm^2

A 2 cm^2

B 4 cm^2

C 5 cm^2

D 6 cm^2

English-Language Schools

	No Response	A	B	C	D
Below Level 1	5	33	14	14	34
Level 1	1	28	21	12	38
Level 2	0	25	23	14	36
Level 3	0	24	36	13	27
Level 4	ND	ND	ND	ND	ND

French-Language Schools

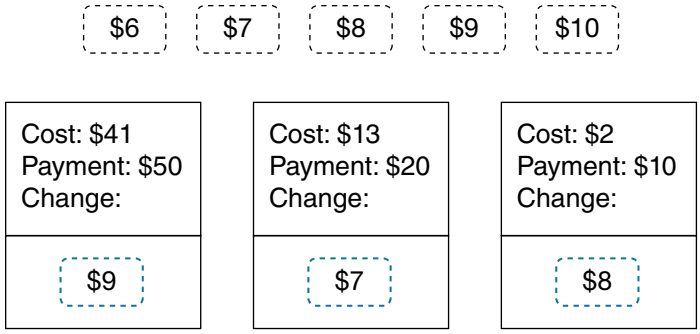
	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	0	27	17	13	43
Level 2	0	25	22	18	35
Level 3	0	27	38	10	24
Level 4	ND	ND	ND	ND	ND

F. FINANCIAL LITERACY

F1. Money and Finances

demonstrate an understanding of the value and use of Canadian currency

18 Drag and drop the correct change into the box for each of the three scenarios.
AP



English-Language Schools

	No Response	All Three Correct	Two Correct	One Correct	None Correct
Below Level 1	6	0	0	16	78
Level 1	1	2	9	28	61
Level 2	0	47	14	19	21
Level 3	0	90	5	3	2
Level 4	0	99	1	0	0

French-Language Schools

	No Response	All Three Correct	Two Correct	One Correct	None Correct
Below Level 1	ND	ND	ND	ND	ND
Level 1	0	4	16	23	57
Level 2	0	49	9	17	25
Level 3	0	88	5	3	3
Level 4	0	99	1	0	0

F1. Money and Finances (continued)

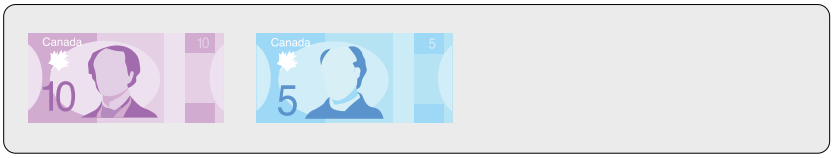
19 TH

A teacher buys a calculator for $14 and a package of markers for $9.

The teacher pays with **two** twenty-dollar bills.

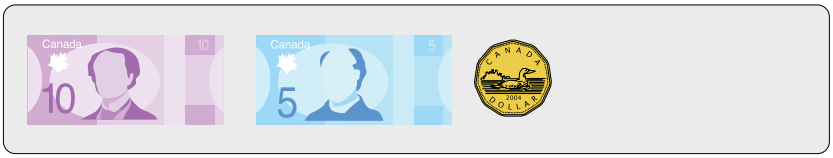
Which option shows the change the teacher should receive?

A

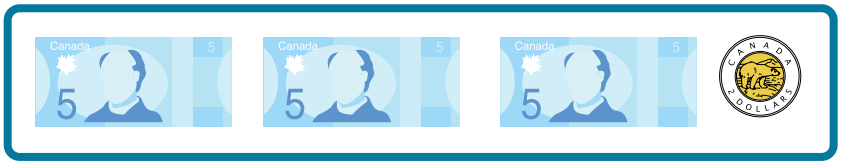


B

C



D



English-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	ND	ND	ND	ND	ND
Level 2	1	17	29	19	34
Level 3	0	7	17	15	61
Level 4	0	1	6	6	87

French-Language Schools

	No Response	A	B	C	D
Below Level 1	ND	ND	ND	ND	ND
Level 1	ND	ND	ND	ND	ND
Level 2	0	19	19	24	37
Level 3	0	7	16	12	66
Level 4	0	2	7	5	86

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