

Education Quality and  
Accountability Office



# Ontario Student Achievement 2018–2019

## EQAO's Provincial Elementary School Report

Results of the 2018–2019 Assessments of Reading, Writing and Mathematics,  
Primary Division (Grades 1–3) and Junior Division (Grades 4–6)



English-Language Students

## **About the Education Quality and Accountability Office**

EQAO's tests measure student achievement in reading, writing and mathematics in relation to *Ontario Curriculum* expectations. The resulting data provide accountability and a gauge of quality in Ontario's publicly funded education system. By providing this important evidence about learning, EQAO acts as a catalyst for increasing the success of Ontario students.

The objective and reliable results from EQAO's tests complement the information obtained from classroom and other assessments to provide students, parents, teachers and administrators with a clear and comprehensive picture of student achievement and a basis for targeted improvement planning at the individual, school, school board and provincial levels. EQAO helps build capacity for the appropriate use of data by providing resources that educators, parents, policy-makers and others in the education community can use to improve learning and teaching. EQAO distributes an individual report to each student who writes a test, and posts school, school board and provincial results on its website ([www.eqao.com](http://www.eqao.com)).

### **Mandate**

EQAO is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

### **Values**

EQAO values giving all students the opportunity to reach their highest possible level of achievement and well-being.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment process and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services in a manner that embraces diversity and moves beyond tolerance and celebration to inclusivity.

# Ontario Student Achievement

## 2018–2019

### EQAO's Provincial Elementary School Report

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Primary Division (Grades 1–3) and Junior Division (Grades 4–6)

English-Language Students

**DR. BETTE M. STEPHENSON (1924–2019)**

**This report is dedicated to the memory of Dr. Stephenson, former EQAO board member and Director Emeritus.**

Dr. Stephenson's lifelong passion was her commitment to public service, and EQAO will remember and cherish her for her many contributions to the agency.

## **BOARD OF DIRECTORS**

Cameron Montgomery, **Chair**

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Norah Marsh, **Chief Executive Officer**

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## MESSAGE FROM THE CHAIR OF THE BOARD OF DIRECTORS

On behalf of the Board of Directors of the Education Quality and Accountability Office (EQAO), I am pleased to present *Ontario Student Achievement: Provincial Elementary School Report: Results of the 2018–2019 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6)*.

The objective data EQAO offers through its province-wide assessments contribute to supporting public accountability, equity and improvements in our education system. By assessing each student's math and literacy skills in relation to curriculum expectations, EQAO can shed light on areas that require further attention at a systemic and individual student level, ensuring the education system continues to meet the current and future needs of every Ontario student.

EQAO's Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), administered at key stages in a child's learning development, give a measurement of student achievement in numeracy and literacy. The information gained from cohort tracking helps us understand learning trends over time, informs targeted strategies implemented by policy makers and educators, and is useful for researchers, parents and guardians, and the rest of the public alike.

As one source of information among many others, the data provided by EQAO assessments are a gauge of the strengths and weaknesses of our publicly funded education system. EQAO is as always committed to helping the education community provide initiatives that will benefit students and prepare them for a successful future.



Dr. Cameron Montgomery  
Chair, Board of Directors



Dr. Cameron Montgomery  
Chair, Board of Directors

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## MESSAGE FROM THE CEO

On behalf of the EQAO staff, it is my pleasure to present the provincial-level results of the 2018–2019 primary- and junior-division Assessments of Reading, Writing and Mathematics. We are committed to providing independent data that support student success by highlighting trends in mathematics and literacy learning across Ontario.

To build a full picture of learners' contexts and the factors that influence achievement, it is important to consider assessment results alongside other information, such as demographic data and EQAO questionnaire responses. In mathematics, for instance, responses to EQAO's Student Questionnaire show that at the elementary level, fewer than 60% of students reported liking or being good at mathematics. Research based on EQAO data also reveals that, in Grades 3 and 6, Ontario students' basic knowledge of fundamental mathematics skills is stronger than their ability to apply those skills to a problem or think critically to determine an answer. Elementary teacher responses to our questionnaires show that a variety of instructional strategies are used to teach mathematics. According to EQAO data this year, the trends in mathematics remained relatively consistent, except for the decline in achievement results among students in Grade 3.

With respect to literacy, this year most students in Grades 3 and 6 indicated that they see themselves as good readers, yet proportions smaller than 50% of students like to read and write and see themselves as good writers. According to our assessment data this year, the trends in literacy are consistent, except for the decline in writing among students in Grade 3.

Some observations drawn from EQAO data may prompt further inquiry within a school's context. For example, EQAO research suggests that students' attitudes toward mathematics at a young age can influence their long-term achievement; it is therefore worth considering what can be done to promote students' positive attitudes toward this subject. In literacy, the fact that reading and writing achievement trends in Grade 6 are consistently higher than those in Grade 3 may also reflect students' developmental growth. We know that students can overcome learning challenges when the right kind of supports are in place. EQAO data clearly demonstrate that students with gaps in their learning at an early age can go on and achieve at a high level in academic courses in secondary school. EQAO data, along with information from other sources, can be used to support inclusive strategies benefiting each child and youth of this province.



Norah Marsh  
Chief Executive Officer



Norah Marsh  
Chief Executive Officer

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## THE EQAO ASSESSMENT PROCESS

### About the Primary- and Junior-Division Assessments

EQAO conducts several province-wide tests, among them the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions. The primary- and junior-division assessments are conducted annually and involve all Grades 3 and 6 students in publicly funded schools in Ontario. The tests measure how well students have met the provincial expectations for the subjects assessed, as outlined in *The Ontario Curriculum*.

### Design and Development

All EQAO tests are developed in keeping with the *Principles for Fair Student Assessment Practices for Education in Canada* (1993), a document created by representatives of national education institutions and associations and widely endorsed by Canada's education community. EQAO consults with internationally recognized experts in large-scale assessment for all aspects of the tests: design, development, bias reviews, field testing, administration, scoring and reporting. Educators from across the province also work with EQAO on all aspects of the tests, including question development and review (i.e., for bias, curriculum connection and content), scoring-material development and scoring.

Parallel English- and French-language versions of the tests are developed. Each version has the same number and types of questions but reflects variations in the curricula for the two languages. The tests contain multiple-choice questions, open-response questions and writing tasks through which students can demonstrate what they know and can do. Grades 3 and 6 students are assessed in three key subject areas:

**Reading:** using a variety of reading strategies and conventions, understanding concepts, making inferences and connecting ideas

**Writing:** using writing strategies and language conventions, understanding assigned tasks, organizing ideas and communicating with the reader

**Mathematics:** demonstrating knowledge and skills across the five strands of mathematics: number sense and numeration; measurement; geometry and spatial sense; patterning and algebra; and data management and probability

### Consistency and Fairness

Each year, schools are sent English- or French-language administration and accommodation guides. These guides provide instructions to ensure that consistent administrative and accommodation procedures are followed. The guides describe in detail what is expected of educators involved in the administration of the tests, including

- professional responsibilities for the administration of the tests;
- detailed steps to follow (e.g., preparation of materials for distribution to students, administration and return of materials to EQAO) and
- the accommodations, special provisions and exemptions allowed for students with special education needs and for English language learners.



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## Quality Assurance

EQAO has established quality-assurance procedures to help ensure that its assessments are administered consistently and fairly across the province and that the data produced are valid and reliable. EQAO follows a number of procedures to ensure that parents, educators and the public have confidence in the validity and reliability of the results reported:

- **Quality-assurance monitors:** EQAO contracts quality-assurance monitors to visit a random sample of schools in order to observe the administration of the assessments to determine the extent to which EQAO guidelines are being followed.
- **Examination of test materials:** Following each assessment, EQAO looks for evidence of possible irregularities in administration. This is done through an examination of test materials prior to scoring.
- **Follow-up on reports of irregularities:** EQAO systematically follows up on any reports of irregularities received from principals, teachers, parents and others.
- **Database analyses:** EQAO conducts statistical analyses of student response data to identify student response patterns that suggest the possibility of collusion between two or more students.

## Scoring

EQAO scoring procedures are designed to ensure accurate, fair and reliable results for all students. Before scoring takes place, all student booklets are scrambled so that they can be distributed randomly to scorers. All student booklets go through “blind scoring,” with no information on the student work that could identify a student. EQAO’s scoring process includes scorer training, which requires successful completion of a qualifying test, and monitoring for validity and reliability. The validity and reliability of scoring is tracked daily at the scoring site, and retraining occurs if it is required. Students’ responses to open-response mathematics questions, reading questions and writing prompts are scored by qualified Ontario educators.

Given the EQAO scoring process, parents and students can be assured that the results obtained are a reliable indication of the students’ work and that the work has been scored against the same standard, which has been applied consistently for all students across the province and from year to year.

## Reporting

For the primary- and junior-division assessments, EQAO uses a four-level scale to report on student achievement. This scale is based on *The Ontario Curriculum*, which sets Level 3 as the provincial standard. Levels 1 and 2 indicate achievement below the provincial standard, while Level 4 indicates achievement above it.

The results of the tests yield individual, school and school-board data on student achievement. EQAO posts board and school results on its website for public access. As well, EQAO publishes an annual provincial report for education stakeholders and the general public.

Data from the tests provide valuable information to support improvement planning at the school, school-board and provincial levels.



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## Key Observations

### ASSESSMENTS OF READING, WRITING AND MATHEMATICS, PRIMARY AND JUNIOR DIVISIONS

#### Learners' Context

Data from EQAO's Student Questionnaires offer valuable attitudinal and behavioural information about student learning in reading, writing and mathematics. This type of information is important and should be considered alongside assessment results and data from other sources to build a full understanding of student learning in Ontario.

Below is information about responses from students who completed EQAO's Student Questionnaire.

- While less than half of elementary-level students like to read (44% in Grade 3 and 42% in Grade 6), most students see themselves as good readers (62% in Grade 3 and 67% in Grade 6).
- Fewer than half of elementary-level students like to write (45% in Grade 3 and 39% in Grade 6), and a similar percentage see themselves as good writers (48% in Grade 3 and 40% in Grade 6).
- Higher percentages of Grade 3 students like mathematics and see themselves as good at mathematics (57% and 55% respectively) than do Grade 6 students (50% and 52% respectively).

#### Assessment Results

##### Reading

The percentages of Grades 3 and 6 students who met the provincial reading standard (Levels 3 and 4) have remained stable since 2016. In 2019,

- 74% of Grade 3 students met the provincial reading standard on the primary-division assessment.
- 81% of Grade 6 students met the provincial reading standard on the junior-division assessment.
- 47% of Grade 3 students with special education needs met the provincial reading standard.
- 53% of Grade 6 students with special education needs met the provincial reading standard.

##### Writing

The percentages of Grade 3 and of Grade 6 students who met the provincial writing standard have decreased and increased respectively since 2016. In 2019,

- 69% of Grade 3 students met the provincial writing standard on the primary-division assessment.
- 82% of Grade 6 students met the provincial writing standard on the junior-division assessment.
- 47% of Grade 3 students with special education needs met the provincial writing standard.
- 54% of Grade 6 students with special education needs met the provincial writing standard.

### Mathematics

The percentages of Grade 3 and Grade 6 students who met the provincial standard in mathematics have decreased since 2016. In 2019,

- 58% of Grade 3 students met the provincial mathematics standard on the primary-division assessment.
- 48% of Grade 6 students met the provincial mathematics standard on the junior-division assessment.
- 26% of Grade 3 students with special education needs met the provincial mathematics standard.
- 17% of Grade 6 students with special education needs met the provincial mathematics standard.

Over the past five years, the share of Grade 3 and Grade 6 students achieving Level 3 has declined, while the share of students achieving Level 4 has remained stable.

### Data Observations

- The persistent discrepancy in achievement between students with special education needs and those without requires attention.
- EQAO data show that students with learning disabilities are the largest group in the cohort of students identified as having special education needs. Historically, students with learning disabilities have had a low level of achievement despite having average to above average intelligence. It would be beneficial to review supports available and strategies for success.
- The fact that reading and writing achievement trends in Grade 6 are consistently higher than those in Grade 3 may be a reflection of students' developmental growth.



# Contextual Information—Questionnaire Results Over Time

## STUDENT QUESTIONNAIRE RESULTS\*

The following tables provide results for items from the questionnaires completed by students during the 2018–2019 assessments.

### Attitudes Toward Reading and Writing—Grade 3

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
<b>Grade 3 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC	# = 59 170	# = 62 721	# = 61 939	# = 61 742	EC	# = 61 384	# = 65 256	# = 64 373	# = 63 822
<b>Percentage of students who answered “most of the time” to the following statements:†</b>										
I like to read.	EC	53%	51%	51%	49%	EC	42%	40%	41%	39%
I am a good reader.	EC	66%	65%	65%	64%	EC	63%	62%	62%	61%
I am able to understand difficult reading passages.	EC	27%	28%	27%	27%	EC	31%	32%	30%	31%
I do my best when I do reading activities in class.	EC	77%	77%	76%	77%	EC	69%	68%	67%	67%
I like to write.	EC	60%	54%	58%	51%	EC	45%	40%	43%	39%
I am a good writer.	EC	57%	55%	55%	54%	EC	44%	42%	43%	42%
I am able to communicate my ideas in writing.	EC	46%	45%	46%	45%	EC	43%	42%	43%	42%
I do my best when I do writing activities in class.	EC	76%	73%	75%	73%	EC	67%	63%	66%	63%

\* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† The other response options were “never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Attitudes Toward Reading and Writing—Grade 6

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
<b>Grade 6 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC	# = 58 364	# = 61 577	# = 62 073	# = 64 024	EC	# = 61 087	# = 64 445	# = 64 350	# = 66 514
<b>Percentage of students who answered “most of the time” to the following statements:*</b>										
I like to read.	EC	54%	53%	51%	49%	EC	38%	37%	36%	35%
I am a good reader.	EC	71%	71%	71%	70%	EC	64%	64%	64%	64%
I am able to understand difficult reading passages.	EC	40%	41%	41%	41%	EC	42%	43%	42%	43%
I do my best when I do reading activities in class.	EC	76%	78%	77%	76%	EC	66%	68%	66%	66%
I like to write.	EC	55%	51%	54%	50%	EC	31%	28%	30%	28%
I am a good writer.	EC	51%	50%	50%	47%	EC	35%	34%	34%	33%
I am able to communicate my ideas in writing.	EC	54%	53%	55%	53%	EC	45%	44%	45%	44%
I do my best when I do writing activities in class.	EC	76%	75%	77%	75%	EC	64%	63%	64%	62%

\* The other response options were “never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.



## Learning Strategies Used in Reading and Writing

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
<b>Grade 3 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC	# = 59 170	# = 62 721	# = 61 939	# = 61 742	EC	# = 61 384	# = 65 256	# = 64 373	# = 63 822
<b>Percentage of students who answered “most of the time” to the following statements:*</b>										
I make sure I understand what I am reading.	EC	68%	67%	67%	67%	EC	62%	62%	62%	62%
I organize my ideas before I start to write.	EC	44%	44%	43%	43%	EC	38%	36%	37%	36%
I edit my writing to make it better.	EC	47%	45%	45%	43%	EC	40%	36%	38%	36%
I check my writing for spelling and grammar.	EC	49%	48%	48%	47%	EC	42%	40%	41%	40%

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
<b>Grade 6 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC	# = 58 364	# = 61 577	# = 62 073	# = 64 024	EC	# = 61 087	# = 64 445	# = 64 350	# = 66 514
<b>Percentage of students who answered “most of the time” to the following statements:*</b>										
I make sure I understand what I am reading.	EC	76%	75%	75%	74%	EC	68%	68%	68%	68%
I organize my ideas before I start to write.	EC	39%	36%	38%	35%	EC	30%	27%	30%	27%
I edit my writing to make it better.	EC	58%	54%	58%	53%	EC	45%	40%	45%	41%
I check my writing for spelling and grammar.	EC	59%	56%	59%	56%	EC	48%	45%	49%	47%

\* The other response options were “never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Attitudes Toward Mathematics

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
<b>Grade 3 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC	# = 59 170	# = 62 721	# = 61 939	# = 61 742	EC	# = 61 384	# = 65 256	# = 64 373	# = 63 822
<b>Percentage of students who answered “most of the time” to the following statements:*</b>										
I like mathematics.	EC	54%	53%	53%	51%	EC	63%	63%	63%	62%
I am good at mathematics.	EC	49%	49%	49%	48%	EC	63%	62%	63%	62%
I am able to answer difficult mathematics questions.	EC	31%	31%	31%	29%	EC	46%	46%	46%	45%
I do my best when I do mathematics activities in class.	EC	80%	78%	80%	78%	EC	78%	75%	77%	75%

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
<b>Grade 6 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC	# = 58 364	# = 61 577	# = 62 073	# = 64 024	EC	# = 61 087	# = 64 445	# = 64 350	# = 66 514
<b>Percentage of students who answered “most of the time” to the following statements:*</b>										
I like mathematics.	EC	42%	43%	42%	41%	EC	57%	58%	58%	58%
I am good at mathematics.	EC	45%	46%	44%	44%	EC	59%	61%	60%	60%
I am able to answer difficult mathematics questions.	EC	30%	31%	29%	30%	EC	46%	48%	47%	48%
I do my best when I do mathematics activities in class.	EC	77%	77%	78%	76%	EC	77%	77%	78%	76%

\* The other response options were “never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Learning Strategies Used in Mathematics

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
	<b>Female</b>					<b>Male</b>				
<b>Grade 3 students who completed the questionnaire</b>	EC	# = 59 170	# = 62 721	# = 61 939	# = 61 742	EC	# = 61 384	# = 65 256	# = 64 373	# = 63 822
<b>Percentage of students who indicated they do the following “most of the time” when working on a mathematics problem:*</b>										
I read over the problem first to make sure I know what I am supposed to do.	EC	73%	72%	72%	72%	EC	65%	63%	64%	63%
I think about the steps I will use to solve the problem.	EC	46%	51%	45%	49%	EC	44%	47%	43%	47%

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
	<b>Female</b>					<b>Male</b>				
<b>Grade 6 students who completed the questionnaire</b>	EC	# = 58 364	# = 61 577	# = 62 073	# = 64 024	EC	# = 61 087	# = 64 445	# = 64 350	# = 66 514
<b>Percentage of students who indicated they do the following “most of the time” when working on a mathematics problem:*</b>										
I read over the problem first to make sure I know what I am supposed to do.	EC	86%	84%	84%	84%	EC	77%	76%	76%	77%
I think about the steps I will use to solve the problem.	EC	52%	54%	51%	55%	EC	49%	51%	50%	53%

\* The other response options were “never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Out of School Activities

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
<b>Grade 3 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC	# = 59 170	# = 62 721	# = 61 939	# = 61 742	EC	# = 61 384	# = 65 256	# = 64 373	# = 63 822
<b>Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:*</b>										
Participate in sports or other physical activities	EC	36%	33%	34%	32%	EC	48%	44%	44%	42%
<b>Percentage of students who indicated that they do the following at least once a week when they are not at school:†</b>										
Participate in art, music or drama activities	EC	54%	53%	53%	53%	EC	37%	34%	36%	35%
Participate in after-school clubs	EC	29%	29%	29%	29%	EC	25%	24%	25%	24%

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
<b>Grade 6 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC	# = 58 364	# = 61 577	# = 62 073	# = 64 024	EC	# = 61 087	# = 64 445	# = 64 350	# = 66 514
<b>Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:*</b>										
Participate in sports or other physical activities	EC	37%	35%	36%	36%	EC	49%	48%	48%	47%
<b>Percentage of students who indicated that they do the following at least once a week when they are not at school:†</b>										
Participate in art, music or drama activities	EC	49%	49%	50%	51%	EC	30%	29%	32%	31%
Participate in after-school clubs	EC	32%	32%	33%	33%	EC	26%	26%	26%	26%

\* The other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

† The percentages are based on the number of students who answered “1 to 3 times a week” or “every day or almost every day.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Out of School Activities (continued)

	2014 – 2015	2015 – 2016*	2016 – 2017	2017 – 2018*	2018 – 2019	2014 – 2015	2015 – 2016*	2016 – 2017	2017 – 2018*	2018 – 2019
<b>Grade 3 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC		# = 62 721		# = 61 742	EC		# = 65 256		# = 63 822
<b>Percentage of students who indicated they read the following “every day or almost every day” when they are not at school:†</b>										
Stories or novels	EC		42%		40%	EC		33%		34%
Comics	EC		15%		17%	EC		23%		25%
Books, newspapers, magazines or websites for information	EC		21%		19%	EC		19%		19%
E-mail, text or instant messages	EC		25%		24%	EC		20%		20%
Any other type of reading material	EC		35%		33%	EC		28%		28%

	2014 – 2015	2015 – 2016*	2016 – 2017	2017 – 2018*	2018 – 2019	2014 – 2015	2015 – 2016*	2016 – 2017	2017 – 2018*	2018 – 2019
<b>Grade 6 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC		# = 61 577		# = 64 024	EC		# = 64 445		# = 66 514
<b>Percentage of students who indicated they read the following “every day or almost every day” when they are not at school:†</b>										
Stories or novels	EC		35%		32%	EC		23%		23%
Comics	EC		10%		12%	EC		15%		15%
Books, newspapers, magazines or websites for information	EC		25%		20%	EC		24%		21%
E-mail, text or instant messages	EC		64%		63%	EC		49%		47%
Any other type of reading material	EC		29%		27%	EC		24%		23%

\* In 2015–2016 and 2017–2018, this item was not included in the questionnaire.

† The other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Out of School Activities (continued)

	2014 – 2015	2015 – 2016*	2016 – 2017	2017 – 2018*	2018 – 2019	2014 – 2015	2015 – 2016*	2016 – 2017	2017 – 2018*	2018 – 2019
<b>Grade 3 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC		# = 62 721		# = 61 742	EC		# = 65 256		# = 63 822
<b>Percentage of students who indicated they write the following “every day or almost every day” when they are not at school:†</b>										
Stories	EC		20%		19%	EC		14%		15%
Journal entries	EC		17%		17%	EC		9%		9%
E-mail, text or instant messages	EC		24%		23%	EC		19%		18%
Letters	EC		13%		13%	EC		10%		10%

	2014 – 2015	2015 – 2016*	2016 – 2017	2017 – 2018*	2018 – 2019	2014 – 2015	2015 – 2016*	2016 – 2017	2017 – 2018*	2018 – 2019
<b>Grade 6 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC		# = 61 577		# = 64 024	EC		# = 64 445		# = 66 514
<b>Percentage of students who indicated they write the following “every day or almost every day” when they are not at school:†</b>										
Stories	EC		8%		9%	EC		5%		6%
Journal entries	EC		10%		11%	EC		4%		4%
E-mail, text or instant messages	EC		61%		62%	EC		45%		45%
Letters	EC		4%		4%	EC		3%		4%

\* In 2015–2016 and 2017–2018, this item was not included in the questionnaire.

† The other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Parental Involvement

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
<b>Grade 3 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC	# = 59 170	# = 62 721	# = 61 939	# = 61 742	EC	# = 61 384	# = 65 256	# = 64 373	# = 63 822
<b>Percentage of students who indicated that they do the following “every day or almost every day” with a parent, guardian or another adult who lives with them:*</b>										
Talk about the activities they do in school	EC	55%	58%	53%	58%	EC	46%	49%	44%	50%
Talk about the reading and writing work they do in school	EC	34%	36%	33%	36%	EC	28%	29%	27%	30%
Talk about the mathematics work they do in school	EC	39%	39%	38%	38%	EC	35%	34%	34%	35%
Read together	EC	33%	29%	33%	29%	EC	29%	25%	28%	25%
Look at their school agenda	EC	54%	47%	47%	43%	EC	52%	45%	46%	42%
Use a computer together	EC	15%	15%	13%	13%	EC	15%	16%	14%	15%

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
<b>Grade 6 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC	# = 58 364	# = 61 577	# = 62 073	# = 64 024	EC	# = 61 087	# = 64 445	# = 64 350	# = 66 514
<b>Percentage of students who indicated that they do the following “every day or almost every day” with a parent, guardian or another adult who lives with them:*</b>										
Talk about the activities they do in school	EC	49%	59%	51%	60%	EC	42%	53%	43%	55%
Talk about the reading and writing work they do in school	EC	24%	33%	25%	33%	EC	20%	28%	20%	30%
Talk about the mathematics work they do in school	EC	35%	41%	36%	41%	EC	31%	37%	33%	38%
Read together	EC	7%	7%	8%	7%	EC	8%	7%	9%	8%
Look at their school agenda	EC	29%	25%	24%	21%	EC	29%	26%	25%	23%
Use a computer together	EC	9%	10%	9%	9%	EC	10%	11%	11%	11%

\* The other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Schools Attended

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
<b>Grade 3 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC	# = 59 170	# = 62 721	# = 61 939	# = 61 742	EC	# = 61 384	# = 65 256	# = 64 373	# = 63 822
<b>Percentage of students indicating they attended the following number of schools before this one:</b>										
Only this school/1 other school	EC	78%	78%	78%	78%	EC	77%	77%	77%	78%
2 other schools/3 other schools	EC	16%	16%	15%	15%	EC	16%	16%	16%	15%
4 other schools or more	EC	4%	4%	4%	4%	EC	4%	4%	4%	4%

	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2014 – 2015	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019
<b>Grade 6 students who completed the questionnaire</b>	<b>Female</b>					<b>Male</b>				
	EC	# = 58 364	# = 61 577	# = 62 073	# = 64 024	EC	# = 61 087	# = 64 445	# = 64 350	# = 66 514
<b>Percentage of students indicating they attended the following number of schools before this one:</b>										
Only this school/1 other school	EC	69%	69%	70%	69%	EC	68%	68%	70%	68%
2 other schools/3 other schools	EC	22%	22%	22%	23%	EC	22%	22%	22%	22%
4 other schools or more	EC	6%	6%	6%	6%	EC	6%	6%	6%	6%

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.



## Screen Time (Television)

	2014 – 2015	2015 – 2016*	2016 – 2017	2017 – 2018*	2018 – 2019	2014 – 2015	2015 – 2016*	2016 – 2017	2017 – 2018*	2018 – 2019
	<b>Female</b>					<b>Male</b>				
<b>Grade 3 students who completed the questionnaire</b>	EC		# = 62 721		# = 61 742	EC		# = 65 256		# = 63 822
<b>Percentage of students indicating they normally watch the following number of TV programs:</b>										
<b>Before School</b>										
4 programs or more	EC		8%		8%	EC		13%		14%
<b>After School</b>										
4 programs or more	EC		38%		38%	EC		43%		43%

\* In 2015–2016 and 2017–2018, this question was not included in the questionnaire.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## TEACHER AND PRINCIPAL QUESTIONNAIRE RESULTS

The following tables provide results from a sample of items from the questionnaires completed by teachers and principals during the 2018–2019 administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions.

### Teacher Questionnaire Results—Grade 3

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
<b>Teachers who completed the questionnaire</b>	EC	# = 6292	# = 6862	# = 6596	# = 5492
<b>COMMUNICATION WITH PARENTS AND GUARDIANS</b>					
<b>Percentage of teachers who shared the following with the majority of parents and guardians of their students at least once this year:*</b>					
The links between EQAO assessments and <i>The Ontario Curriculum</i>	EC	56%	60%	59%	57%
The links between EQAO results and instructional and/or assessment strategies	EC	48%	53%	51%	49%
<b>Percentage of teachers who shared the following with the majority of parents and guardians of their students at least 2–3 times this year:†</b>					
Instructional strategies for their child	EC	80%	82%	81%	79%
Suggestions for what to do at home to support learning	EC	89%	90%	88%	87%
Suggestions for resources to use at home to support learning	EC	86%	86%	85%	84%
Information about their child's progress	EC	93%	94%	93%	91%
<b>USE OF EQAO RESOURCES</b>					
<b>Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year, independently or as a group, to do the following:</b>					
To identify how well students are meeting curriculum expectations	EC	66%	75%	76%	75%
To identify areas of strength and areas for improvement in elementary programs	EC	69%	77%	76%	74%
To inform planning of elementary programs	EC	57%	65%	63%	62%
<b>Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides this year, independently or as a group, in the following ways:</b>					
As a model for designing assessments	EC	77%	78%	77%	76%
To inform classroom instruction	EC	84%	85%	84%	83%

\* The percentages represent teachers who responded "once" or "2–3 times."

† The percentages represent teachers who responded "2–3 times," "about once a month," "about once every 2 weeks" or "at least once a week." The other response options were "once" and "never."

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Teacher Questionnaire Results—Grade 3 (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
<b>Teachers who completed the questionnaire</b>	EC	# = 6292	# = 6862	# = 6596	# = 5492
<b>USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM</b>					
<b>Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for <i>language</i> instruction (reading and writing) this year:*</b>					
Computer software (e.g., for word processing, to do research)	EC	70%	71%	69%	68%
Library or resource-centre language materials (e.g., print and audiovisual)	EC	73%	73%	70%	68%
Presentation technology (e.g., interactive whiteboard, LCD projector)	EC	85%	84%	84%	83%
Language instruction materials that they or other teachers at their school developed	EC	71%	71%	70%	70%
Language instruction materials that their board or other boards developed	EC	52%	51%	49%	51%
Language instruction materials that the Ministry of Education developed	EC	54%	54%	51%	52%
Commercial language instruction materials	EC	65%	66%	64%	64%
<b>Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during <i>language-related</i> activities (reading and writing) this year:*</b>					
Computer software (e.g., for word processing, to do research)	EC	62%	62%	61%	61%
Tools to help with writing (e.g., dictionaries, checklists, graphic organizers)	EC	87%	87%	85%	83%
Internet (e.g., to access information)	EC	67%	68%	68%	64%
<b>Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for <i>mathematics</i> instruction this year:*</b>					
Computer software (e.g., interactive mathematics games, graphing software)	EC	66%	67%	66%	66%
Library or resource-centre mathematics materials (e.g., print and audiovisual)	EC	40%	42%	42%	42%
Presentation technology (e.g., interactive whiteboard, LCD projector)	EC	80%	80%	80%	79%
Mathematics instruction materials that they or other teachers at their school developed	EC	73%	74%	73%	73%
Mathematics instruction materials that their board or other boards developed	EC	56%	58%	57%	60%
Mathematics instruction materials that the Ministry of Education developed	EC	59%	61%	60%	60%
Commercial mathematics instruction materials	EC	69%	71%	70%	69%

\* The other response options were “not available,” “never” and “occasionally.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Teacher Questionnaire Results—Grade 3 (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
<b>Teachers who completed the questionnaire</b>	EC	# = 6292	# = 6862	# = 6596	# = 5492
<b>USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)</b>					
<b>Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during <i>mathematics-related</i> activities this year:*</b>					
Calculators	EC	34%	36%	34%	34%
Concrete manipulatives (e.g., cubes, tiles)	EC	94%	94%	93%	92%
Computer software (e.g., interactive mathematics games, graphing software)	EC	69%	71%	70%	69%
The Internet (e.g., to access statistics or other sources of mathematical information)	EC	40%	41%	41%	39%

\* The other response options were “not available,” “never” and “occasionally.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Teacher Questionnaire Results—Grade 6

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
<b>Teachers who completed the questionnaire</b>	EC	# = 5224	# = 5693	# = 5467	# = 5064
<b>COMMUNICATION WITH PARENTS AND GUARDIANS</b>					
<b>Percentage of teachers who shared the following with the majority of parents and guardians of their students at least once this year:*</b>					
The links between EQAO assessments and <i>The Ontario Curriculum</i>	EC	50%	55%	53%	51%
The links between EQAO results and instructional and/or assessment strategies	EC	44%	50%	47%	46%
<b>Percentage of teachers who shared the following with the majority of parents and guardians of their students at least 2–3 times this year:†</b>					
Instructional strategies for their child	EC	72%	75%	74%	73%
Suggestions for what to do at home to support learning	EC	82%	84%	83%	83%
Suggestions for resources to use at home to support learning	EC	79%	81%	80%	80%
Information about their child’s progress	EC	92%	94%	92%	91%
<b>USE OF EQAO RESOURCES</b>					
<b>Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year, independently or as a group, to do the following:</b>					
To identify how well students are meeting curriculum expectations	EC	66%	75%	73%	73%
To identify areas of strength and areas for improvement in elementary programs	EC	68%	77%	75%	73%
To inform planning of elementary programs	EC	55%	63%	62%	61%
<b>Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides this year, independently or as a group, in the following ways:</b>					
As a model for designing assessments	EC	74%	75%	75%	75%
To inform classroom instruction	EC	80%	81%	80%	80%

\* The percentages represent teachers who responded “once” or “2–3 times.”

† The percentages represent teachers who responded “2–3 times,” “about once a month,” “about once every 2 weeks” or “at least once a week.” The other response options were “once” and “never.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Teacher Questionnaire Results—Grade 6 (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
<b>Teachers who responded to the questionnaire*</b>	EC	# = 4767	# = 5223	# = 4957	# = 4553
<b>USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM</b>					
<b>Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for <i>language</i> instruction (reading and writing) this year:†</b>					
Computer software (e.g., for word processing, to do research)	EC	91%	91%	92%	92%
Library or resource-centre language materials (e.g., print and audiovisual)	EC	72%	70%	68%	69%
Presentation technology (e.g., interactive whiteboard, LCD projector)	EC	92%	92%	93%	93%
Language instruction materials that they or other teachers at their school developed	EC	74%	75%	74%	75%
Language instruction materials that their board or other boards developed	EC	53%	53%	51%	53%
Language instruction materials that the Ministry of Education developed	EC	52%	53%	51%	51%
Commercial language instruction materials	EC	61%	62%	62%	63%
<b>Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during <i>language-related</i> activities (reading and writing) this year:†</b>					
Computer software (e.g., for word processing, to do research)	EC	89%	91%	92%	92%
Tools to help with writing (e.g., dictionaries, checklists, graphic organizers)	EC	92%	92%	91%	92%
Internet (e.g., to access information)	EC	92%	93%	94%	93%

\* Only teachers who teach language responded to this section of the questionnaire.

† The other response options were “not available,” “never” and “occasionally.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Teacher Questionnaire Results—Grade 6 (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
<b>Teachers who responded to the questionnaire*</b>	EC	# = 4676	# = 5199	# = 4936	# = 4514
<b>USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)</b>					
<b>Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for <i>mathematics</i> instruction this year:†</b>					
Computer software (e.g., interactive mathematics games, graphing software)	EC	67%	68%	70%	70%
Library or resource-centre mathematics materials (e.g., print and audiovisual)	EC	36%	39%	37%	37%
Presentation technology (e.g., interactive whiteboard, LCD projector)	EC	86%	85%	87%	88%
Mathematics instruction materials that they or other teachers at their school developed	EC	76%	77%	77%	77%
Mathematics instruction materials that their board or other boards developed	EC	58%	60%	61%	62%
Mathematics instruction materials that the Ministry of Education developed	EC	60%	61%	62%	60%
Commercial mathematics instruction materials	EC	70%	70%	69%	70%
<b>Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during <i>mathematics-related</i> activities this year:†</b>					
Calculators	EC	86%	85%	85%	84%
Concrete manipulatives (e.g., cubes, tiles)	EC	90%	91%	91%	91%
Computer software (e.g., interactive mathematics games, graphing software)	EC	67%	68%	69%	70%
The Internet (e.g., to access statistics or other sources of mathematical information)	EC	55%	57%	57%	57%

\* Only teachers who teach mathematics responded to this section of the questionnaire.

† The other response options were “not available,” “never” and “occasionally.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Principal Questionnaire Results

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
<b>Elementary school principals who completed the questionnaire</b>	EC	# = 2338	# = 2121	# = 2564	# = 2200
<b>USE OF EQAO DATA</b>					
<b>Percentage of principals who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year to do the following:*</b>					
To identify how well students are meeting curriculum expectations	EC	85%	86%	86%	88%
To identify areas of strength and areas for improvement in elementary programs	EC	93%	96%	94%	94%
To guide school improvement initiatives	EC	93%	95%	96%	95%
To identify what resources are needed and to support their acquisition	EC	60%	61%	60%	61%
To support change in teaching practices	EC	81%	83%	82%	81%
To communicate with parents and guardians about student achievement	EC	71%	73%	70%	71%
<b>EXTENDED LEARNING ACTIVITIES FOR STUDENTS</b>					
<b>Percentage of principals who indicated that their school offered the following “to some extent” or “to a great extent” to students:†</b>					
Extended mathematics activities (e.g., mathematics club, mathematics competition)	EC	50%	54%	55%	52%
Extended science- and technology-related activities (e.g., science fair)	EC	49%	50%	55%	56%
Extended reading activities (e.g., book club, school-wide reading period)	EC	66%	61%	63%	63%
Extended writing activities (e.g., writing contest)	EC	39%	35%	37%	35%
Extended speaking activities (e.g., school radio, debate club, play, poetry recital)	EC	54%	48%	50%	48%
Other extended learning activities (e.g., chess club, concert, trivia challenge, guest speaker)	EC	81%	77%	80%	80%

\* The percentages for this question are based on the number of principals who indicated that they used EQAO data.

† The other response options were “not at all” and “to a small extent.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.



## Principal Questionnaire Results (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
<b>Elementary school principals who completed the questionnaire</b>	EC	# = 2338	# = 2121	# = 2564	# = 2200
<b>COMMUNICATION WITH PARENTS AND GUARDIANS</b>					
<b>Percentage of principals who indicated that their school was “successful” or “very successful” in accomplishing the following this year:*</b>					
Helping parents and guardians understand the link between EQAO assessments and <i>The Ontario Curriculum</i>	EC	18%	24%	24%	25%
Helping parents and guardians understand the link between EQAO results and the school improvement plan	EC	19%	27%	27%	28%
Being responsive to the needs of individual parents and guardians (e.g., flexible meeting times)	EC	73%	70%	72%	73%
Keeping parents and guardians informed about school activities	EC	85%	81%	83%	83%
<b>PARENTAL ENGAGEMENT IN SCHOOL ACTIVITIES</b>					
<b>Percentage of principals who indicated that parents and guardians of the students at their school did the following “to some extent” or “to a great extent” this year:†</b>					
Participated in discussions about EQAO results and how they relate to the school improvement plan	EC	18%	24%	25%	24%
Participate in school activities for parents, guardians and families	EC	72%	67%	68%	67%
Show support for teachers’ efforts	EC	83%	79%	80%	81%
Volunteer in classroom activities	EC	73%	66%	66%	64%
Work collaboratively with teachers to ensure that students met learning goals	EC	67%	61%	62%	62%

\* The other response options were “we struggled with this” and “somewhat successful.”

† The other response options were “not at all” and “to a small extent.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

# Contextual Information—Demographic Information and Participation Rates Over Time

## Primary Division

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
<b>All Grade 3 students</b>	EC	# = 125 484	# = 132 992	# = 132 656	# = 131 544
<b>GENDER*</b>					
Female	EC	49%	49%	49%	49%
Male	EC	51%	51%	51%	51%
<b>STUDENT STATUS*</b>					
English language learners	EC	13%	13%	13%	14%
Students with special education needs (excluding gifted)	EC	17%	18%	18%	19%
<b>LANGUAGE SPOKEN AT HOME BY THE STUDENT*†</b>					
First language learned at home was other than English	EC	22%	22%	22%	22%
Speak only or mostly English	EC	72%	71%	71%	71%
Speak another language (or other languages) as often as English	EC	16%	16%	16%	16%
Speak only or mostly another language (or other languages)	EC	10%	11%	11%	11%
<b>PLACE OF BIRTH*</b>					
Born outside Canada	EC	9%	10%	10%	11%
In Canada less than one year	EC	1%	1%	1%	1%
In Canada one year or more but less than three years	EC	2%	2%	3%	3%
In Canada three years or more	EC	6%	6%	6%	7%
<b>PARTICIPATION IN THE ASSESSMENT</b>					
Students participating in reading‡	EC	97%	97%	97%	97%
Students participating in writing‡	EC	97%	97%	97%	97%
Students participating in mathematics‡	EC	97%	97%	97%	97%

\* Contextual data pertaining to gender, student status, language learned at home and place of birth are provided by schools and/or boards through the Student Data Collection process.

† With the exception of first language learned at home, data pertaining to the language spoken at home by the student are gathered from the Student Questionnaire. Percentages may not add up to 100, due to missing responses.

‡ Some Grade 3 French Immersion students did not write all components of the assessment; the percentages shown are based on the number of students who were expected to write each component.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## Junior Division

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
<b>All Grade 6 students</b>	EC	# = 123 685	# = 130 775	# = 132 766	# = 136 124
<b>GENDER*</b>					
Female	EC	48%	49%	49%	49%
Male	EC	52%	51%	51%	51%
<b>STUDENT STATUS*</b>					
English language learners	EC	10%	11%	11%	11%
Students with special education needs (excluding gifted)	EC	21%	22%	22%	22%
<b>LANGUAGE SPOKEN AT HOME BY THE STUDENT*†</b>					
First language learned at home was other than English	EC	22%	23%	23%	23%
Speak only or mostly English	EC	74%	72%	73%	73%
Speak another language (or other languages) as often as English	EC	15%	16%	17%	17%
Speak only or mostly another language (or other languages)	EC	8%	8%	8%	9%
<b>PLACE OF BIRTH*</b>					
Born outside Canada	EC	12%	12%	12%	12%
In Canada less than one year	EC	1%	1%	1%	1%
In Canada one year or more but less than three years	EC	2%	2%	2%	2%
In Canada three years or more	EC	9%	9%	9%	9%
<b>PARTICIPATION IN THE ASSESSMENT</b>					
Students participating in reading	EC	97%	97%	97%	97%
Students participating in writing	EC	97%	97%	97%	97%
Students participating in mathematics	EC	97%	97%	97%	97%

\* Contextual data pertaining to gender, student status, language learned at home and place of birth are provided by schools and/or boards through the Student Data Collection process.

† With the exception of first language learned at home, data pertaining to the language spoken at home by the student are gathered from the Student Questionnaire. Percentages may not add up to 100, due to missing responses.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

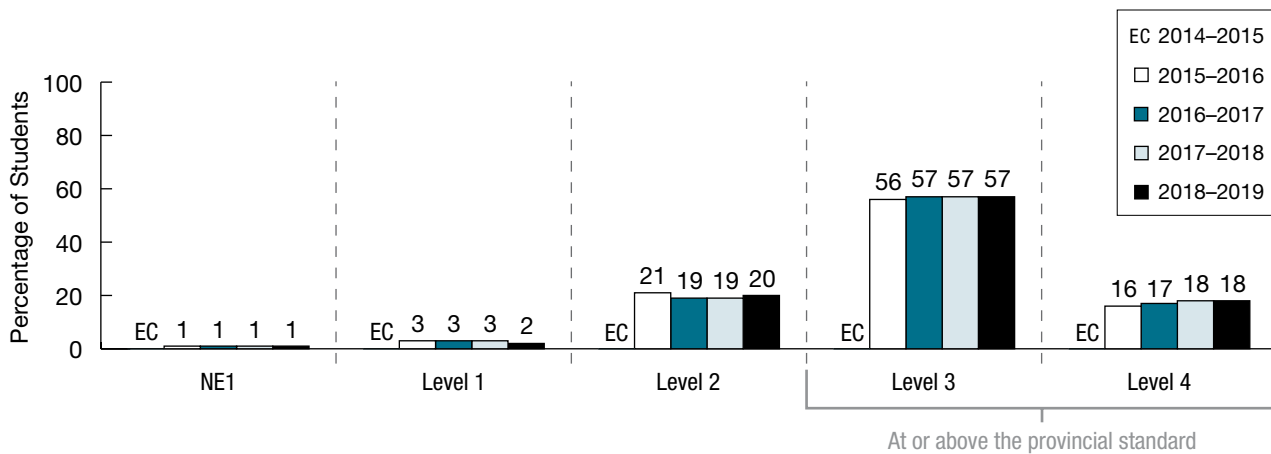
# Achievement Results – Primary Division

## RESULTS FOR ALL STUDENTS\*

### Reading: Results for All Grade 3 Students Over Time\*

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	EC	# = 118 838	# = 126 016	# = 125 213	# = 124 269
Level 4	EC	16%	17%	18%	18%
Level 3	EC	56%	57%	57%	57%
Level 2	EC	21%	19%	19%	20%
Level 1	EC	3%	3%	3%	2%
NE1	EC	1%	1%	1%	1%
No Data	EC	1%	1%	1%	1%
Exempt	EC	3%	3%	2%	3%
<b>At or Above the Provincial Standard†</b>	<b>EC</b>	<b>72%</b>	<b>74%</b>	<b>75%</b>	<b>74%</b>

### Reading: Percentage of All Grade 3 Students at Each Level Over Time\*



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

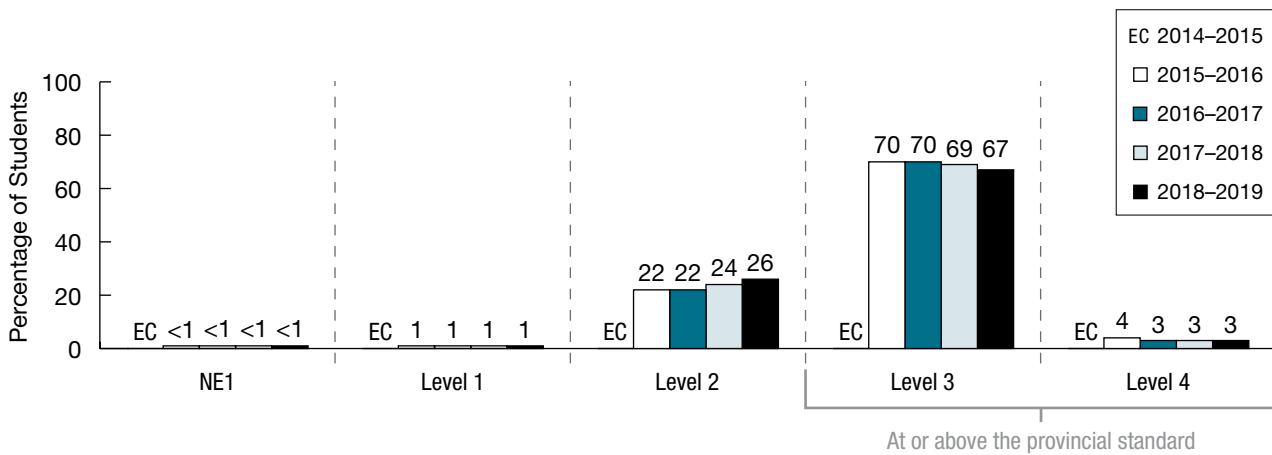
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentages of students at or above the provincial standard.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Writing: Results for All Grade 3 Students Over Time\*

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	EC	# = 118 860	# = 126 036	# = 125 213	# = 124 269
Level 4	EC	4%	3%	3%	3%
Level 3	EC	70%	70%	69%	67%
Level 2	EC	22%	22%	24%	26%
Level 1	EC	1%	1%	1%	1%
NE1	EC	<1%	<1%	<1%	<1%
No Data	EC	1%	1%	1%	1%
Exempt	EC	2%	2%	2%	2%
<b>At or Above the Provincial Standard†</b>	<b>EC</b>	<b>74%</b>	<b>73%</b>	<b>72%</b>	<b>69%</b>

Writing: Percentage of All Grade 3 Students at Each Level Over Time\*



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

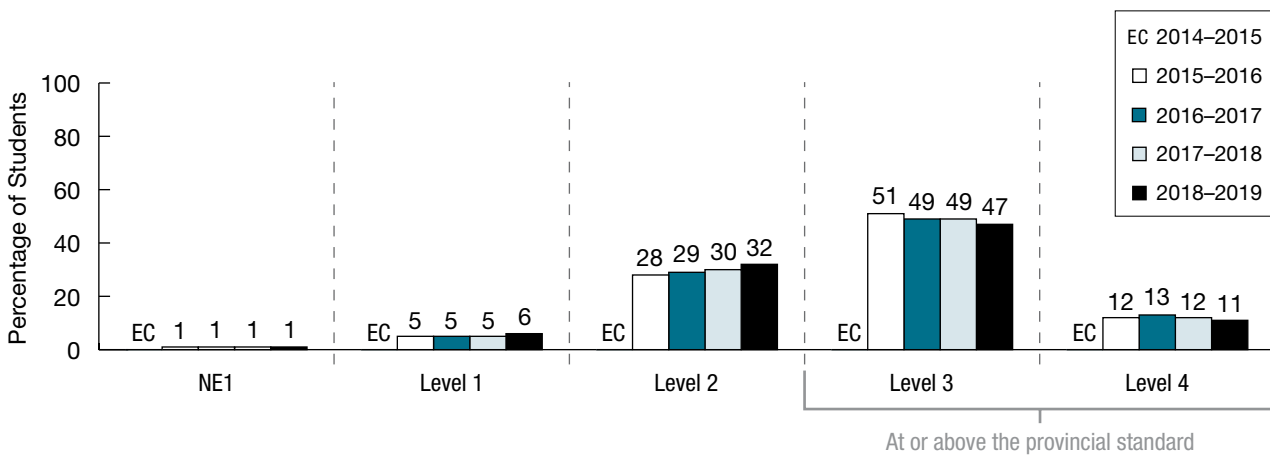
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentages of students at or above the provincial standard.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Mathematics: Results for All Grade 3 Students Over Time\*

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	EC	# = 125 471	# = 132 983	# = 132 656	# = 131 544
Level 4	EC	12%	13%	12%	11%
Level 3	EC	51%	49%	49%	47%
Level 2	EC	28%	29%	30%	32%
Level 1	EC	5%	5%	5%	6%
NE1	EC	1%	1%	1%	1%
No Data	EC	1%	1%	1%	1%
Exempt	EC	2%	2%	2%	2%
At or Above the Provincial Standard†	EC	63%	62%	61%	58%

Mathematics: Percentage of All Grade 3 Students at Each Level Over Time\*



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentages of students at or above the provincial standard.

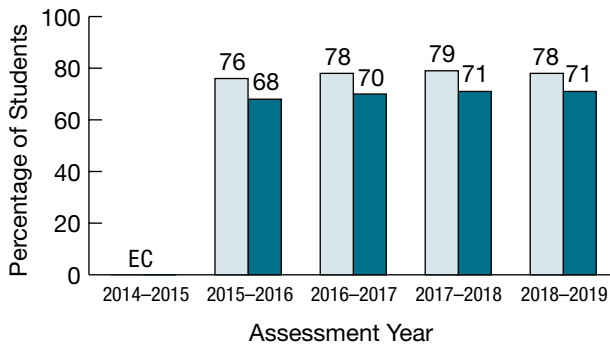
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## RESULTS BY GENDER

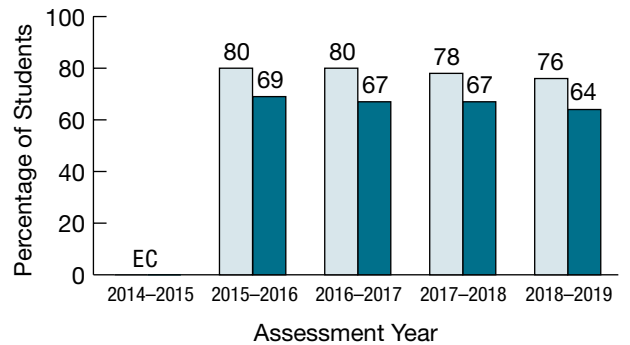
### Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time\*†

	2014–2015				2015–2016				2016–2017				2017–2018				2018–2019			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
<b>READING</b>	EC	EC	EC	EC	57 356	76%	61 482	68%	60 812	78%	65 204	70%	60 493	79%	64 720	71%	60 030	78%	64 226	71%
<b>WRITING</b>	EC	EC	EC	EC	57 363	80%	61 497	69%	60 817	80%	65 219	67%	60 493	78%	64 720	67%	60 030	76%	64 226	64%
<b>MATHEMATICS</b>	EC	EC	EC	EC	61 090	63%	64 381	63%	64 685	62%	68 298	63%	64 587	60%	68 069	61%	64 022	57%	67 509	60%

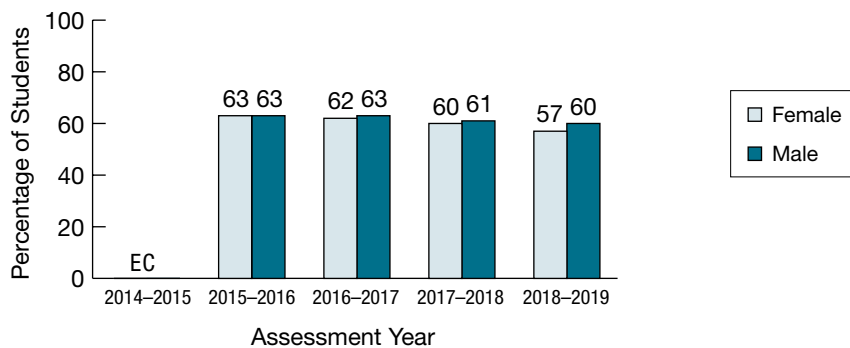
Reading



Writing



Mathematics



\* Results by gender include only those students for whom gender data were available.

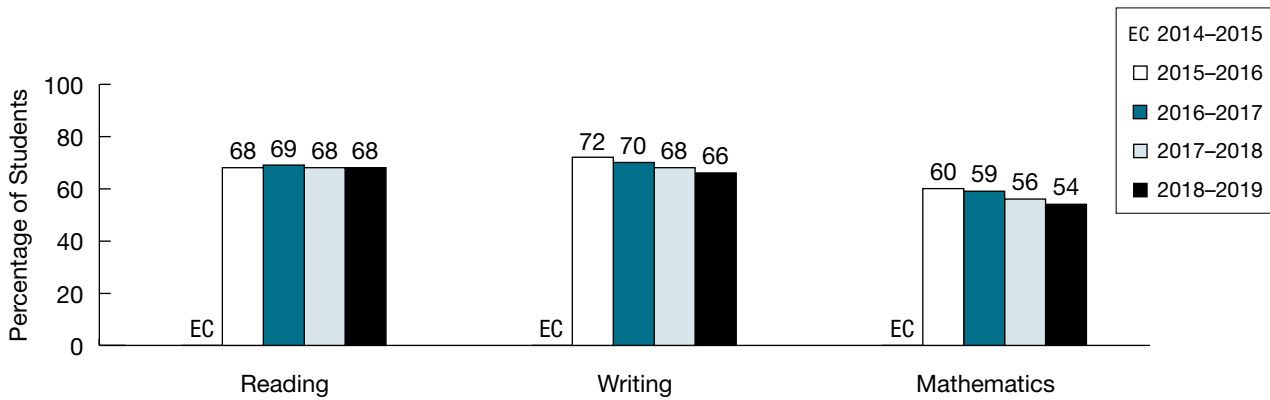
† Some Grade 3 French Immersion students did not write all components of the assessment; the percentages shown are based on the number of students who were expected to write each component.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## RESULTS BY STUDENT STATUS

### Percentage of All Grade 3 English Language Learners at or Above the Provincial Standard Over Time

	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
<b>READING</b>	EC	EC	15 784	68%	17 475	69%	17 074	68%	17 877	68%
<b>WRITING</b>	EC	EC	15 784	72%	17 475	70%	17 074	68%	17 877	66%
<b>MATHEMATICS</b>	EC	EC	16 010	60%	17 849	59%	17 484	56%	18 323	54%

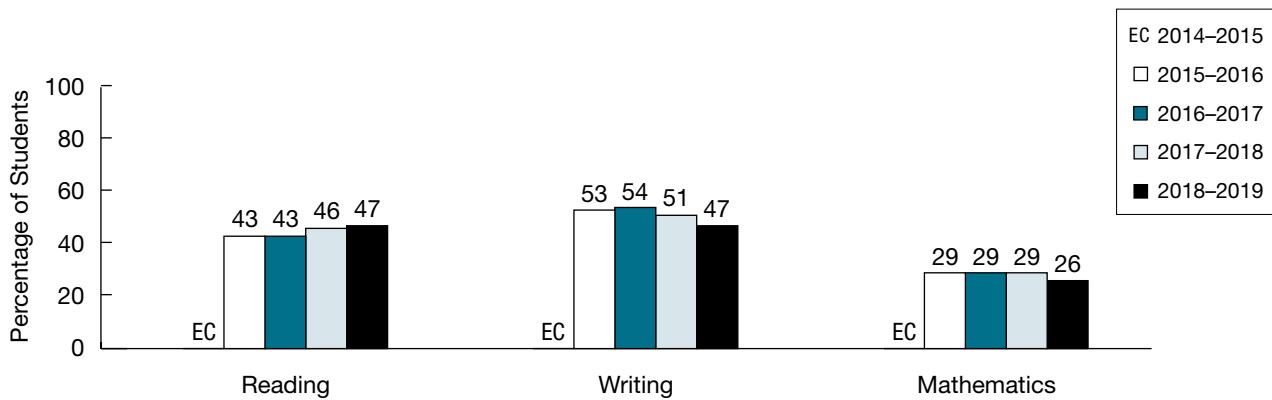


EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.



**Percentage of All Grade 3 Students with Special Education Needs (Excluding Gifted) at or Above the Provincial Standard Over Time**

	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
<b>READING</b>	EC	EC	21 412	43%	23 610	43%	23 296	46%	23 855	47%
<b>WRITING</b>	EC	EC	21 430	53%	23 630	54%	23 296	51%	23 855	47%
<b>MATHEMATICS</b>	EC	EC	21 824	29%	24 076	29%	23 789	29%	24 362	26%



EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

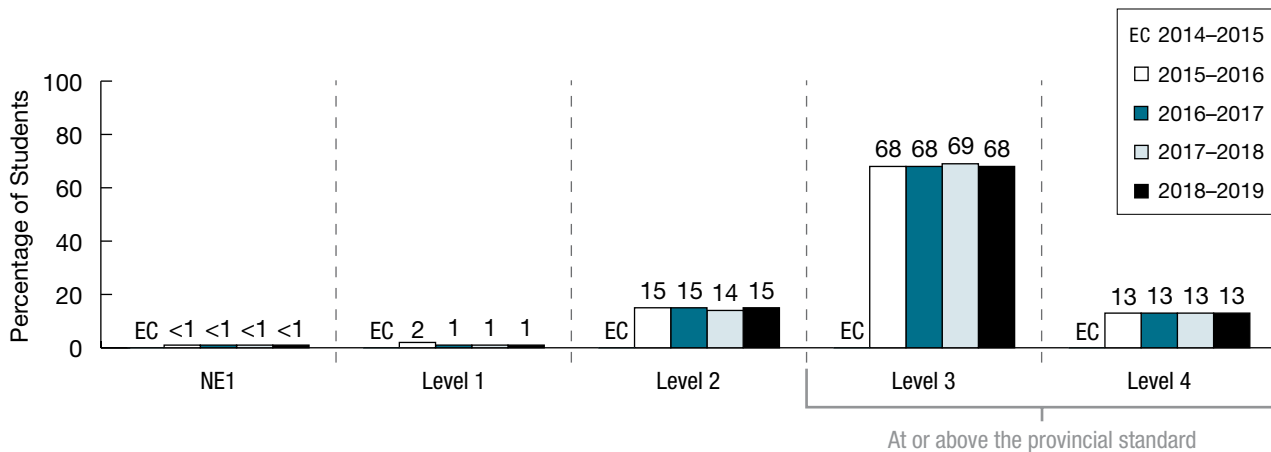
# Achievement Results—Junior Division

## RESULTS FOR ALL STUDENTS\*

### Reading: Results for All Grade 6 Students Over Time\*

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	EC	# = 123 592	# = 130 767	# = 132 766	# = 136 122
Level 4	EC	13%	13%	13%	13%
Level 3	EC	68%	68%	69%	68%
Level 2	EC	15%	15%	14%	15%
Level 1	EC	2%	1%	1%	1%
NE1	EC	<1%	<1%	<1%	<1%
No Data	EC	1%	1%	1%	1%
Exempt	EC	2%	2%	2%	2%
<b>At or Above the Provincial Standard†</b>	<b>EC</b>	<b>81%</b>	<b>81%</b>	<b>82%</b>	<b>81%</b>

### Reading: Percentage of All Grade 6 Students at Each Level Over Time\*



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

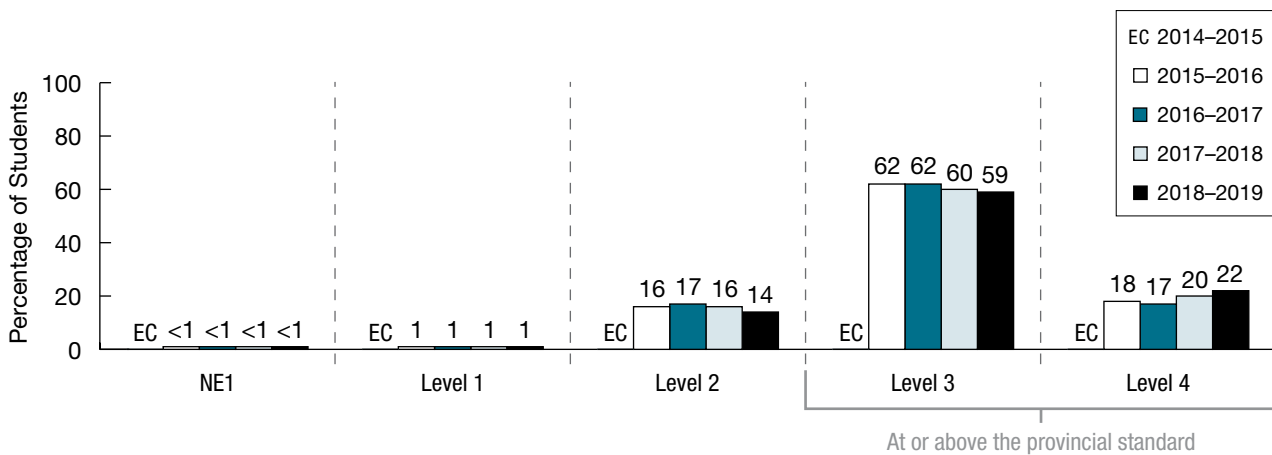
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentages of students at or above the provincial standard.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Writing: Results for All Grade 6 Students Over Time\*

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	EC	# = 123 617	# = 130 773	# = 132 766	# = 136 123
Level 4	EC	18%	17%	20%	22%
Level 3	EC	62%	62%	60%	59%
Level 2	EC	16%	17%	16%	14%
Level 1	EC	1%	1%	1%	1%
NE1	EC	<1%	<1%	<1%	<1%
No Data	EC	1%	1%	1%	1%
Exempt	EC	2%	2%	2%	2%
<b>At or Above the Provincial Standard†</b>	<b>EC</b>	<b>80%</b>	<b>79%</b>	<b>80%</b>	<b>82%</b>

Writing: Percentage of All Grade 6 Students at Each Level Over Time\*



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

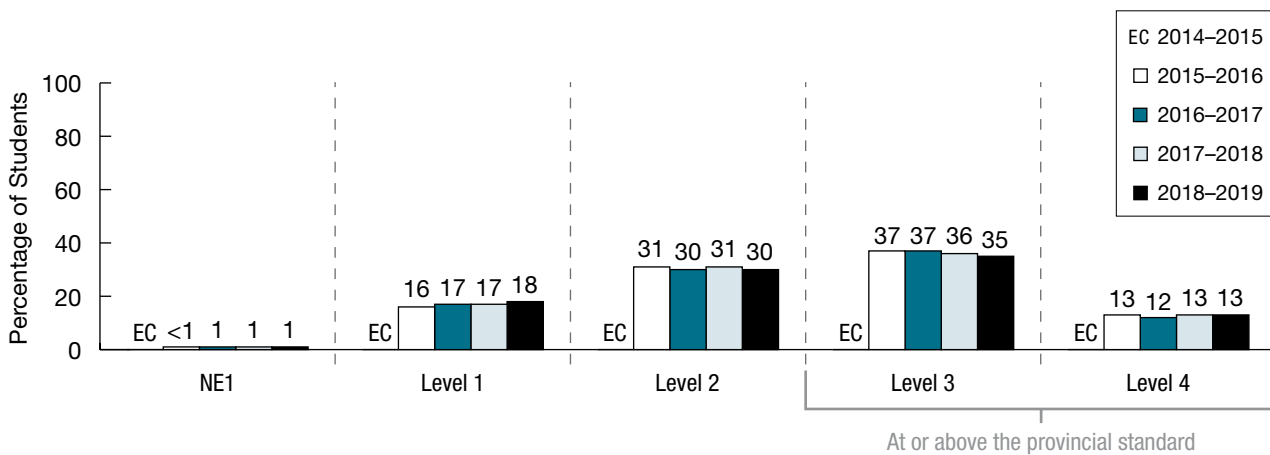
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentages of students at or above the provincial standard.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Mathematics: Results for All Grade 6 Students Over Time\*

	2014–2015	2015–2016	2016v2017	2017–2018	2018–2019
	EC	# = 123 666	# = 130 652	# = 132 766	# = 136 124
Level 4	EC	13%	12%	13%	13%
Level 3	EC	37%	37%	36%	35%
Level 2	EC	31%	30%	31%	30%
Level 1	EC	16%	17%	17%	18%
NE1	EC	<1%	1%	1%	1%
No Data	EC	1%	1%	1%	1%
Exempt	EC	2%	2%	2%	2%
At or Above the Provincial Standard†	EC	50%	50%	49%	48%

Mathematics: Percentage of All Grade 6 Students at Each Level Over Time\*



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentages of students at or above the provincial standard.

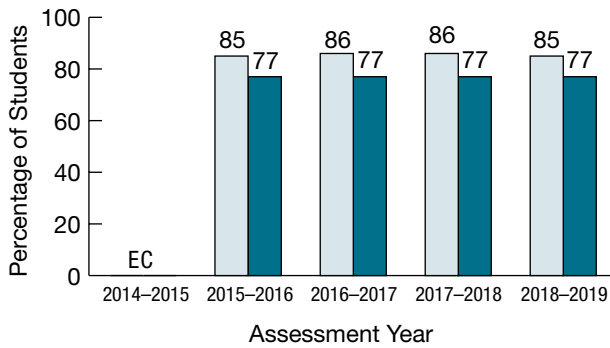
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## RESULTS BY GENDER

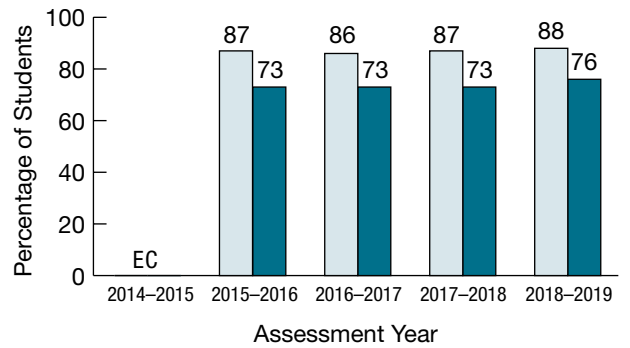
### Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time\*

	2014–2015				2015–2016				2016–2017				2017–2018				2018–2019			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
<b>READING</b>	EC	EC	EC	EC	59 914	85%	63 678	77%	63 443	86%	67 324	77%	64 627	86%	68 138	77%	61 168	85%	69 941	77%
<b>WRITING</b>	EC	EC	EC	EC	59 927	87%	63 690	73%	63 445	86%	67 328	73%	64 627	87%	68 138	73%	61 168	88%	69 942	76%
<b>MATHEMATICS</b>	EC	EC	EC	EC	59 944	50%	63 722	50%	63 378	49%	67 274	50%	63 378	49%	68 138	48%	61 168	48%	69 943	48%

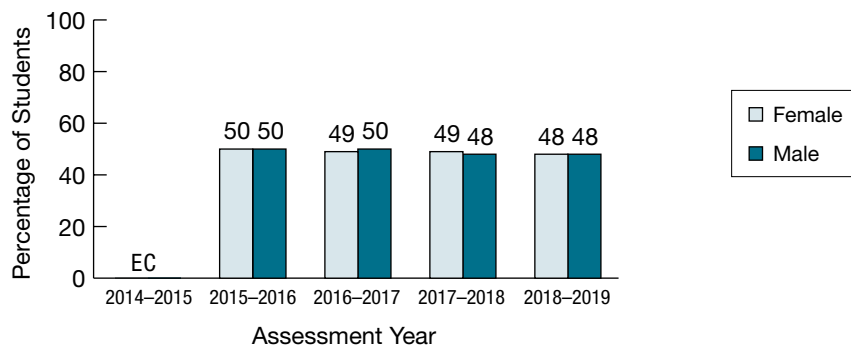
#### Reading



#### Writing



#### Mathematics

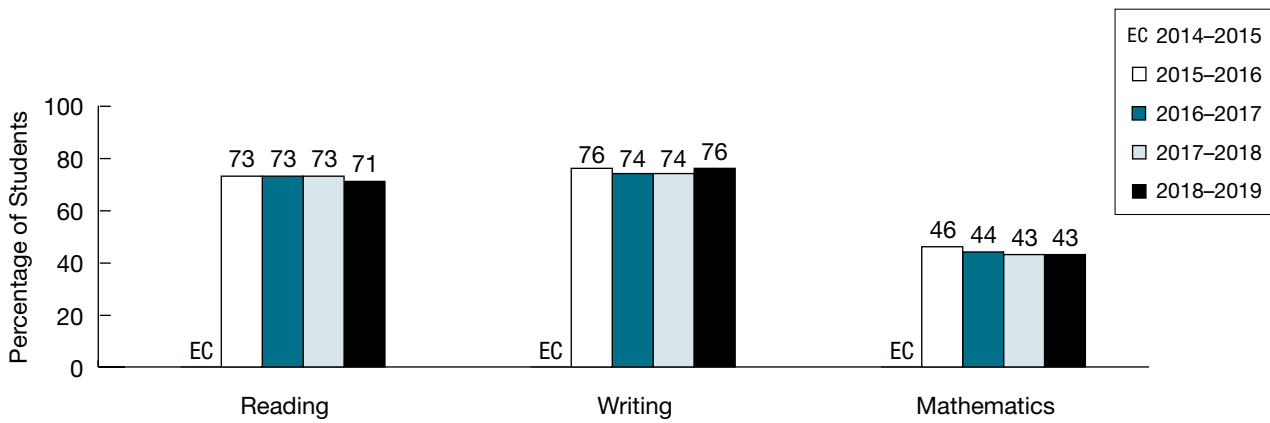


\* Results by gender include only those students for whom gender data were available.  
 EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

## RESULTS BY STUDENT STATUS

### Percentage of All Grade 6 English Language Learners at or Above the Provincial Standard Over Time

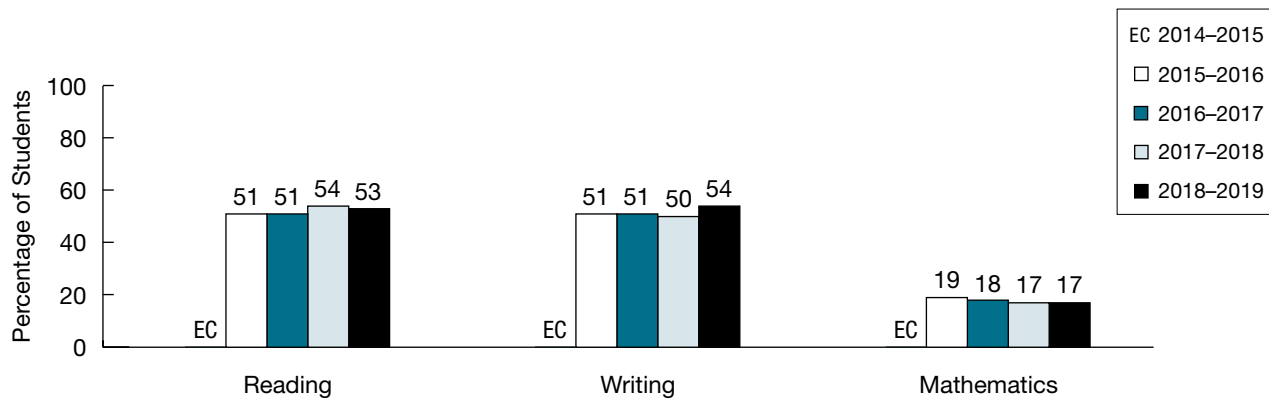
	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
<b>READING</b>	EC	EC	12 549	73%	14 238	73%	14 532	73%	14 991	71%
<b>WRITING</b>	EC	EC	12 568	76%	14 238	74%	14 532	74%	14 991	76%
<b>MATHEMATICS</b>	EC	EC	12 568	46%	14 238	44%	14 532	43%	14 992	43%



EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

**Percentage of All Grade 6 Students with Special Education Needs (Excluding Gifted) at or Above the Provincial Standard Over Time**

	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
<b>READING</b>	EC	EC	26 457	51%	28 338	51%	28 757	54%	29 691	53%
<b>WRITING</b>	EC	EC	26 467	51%	28 344	51%	28 757	50%	29 692	54%
<b>MATHEMATICS</b>	EC	EC	26 497	19%	28 323	18%	28 757	17%	29 692	17%



EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

# Cohort Tracking—Grade 3 to Grade 6

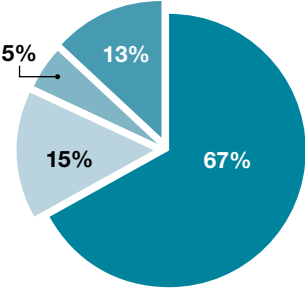
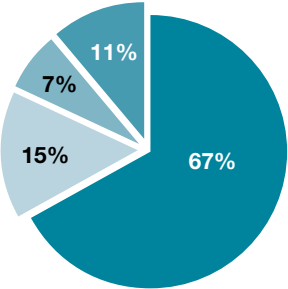
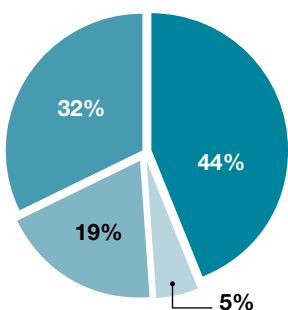
## TRACKING STUDENT PROGRESS FROM GRADE 3 IN 2016 TO GRADE 6 IN 2019

### Early Identification of Students Who Are Not Meeting the Standard in Grade 3 Is Key for Their Success in Grade 6

The pie charts below show the performance of the Grade 6 students who were in Grade 3 for the primary-division provincial assessment in 2016. The number of students whose results were available for each component of the two assessments (including those who participated, were exempted or did not provide enough work to be scored) is indicated below each pie chart.

#### English-Language Students

There were 136 124 Grade 6 students in 2019.

<b>READING</b> From Grade 3 in 2016 to Grade 6 in 2019	<b>WRITING</b> From Grade 3 in 2016 to Grade 6 in 2019	<b>MATHEMATICS</b> From Grade 3 in 2016 to Grade 6 in 2019
		
<p> <span style="color: #00728f;">■</span> Maintained Standard                         <span style="color: #a6c9ec;">■</span> Rose to Standard                         <span style="color: #4f81bd;">■</span> Dropped from Standard                         <span style="color: #00728f;">■</span> Never Met Standard                 </p>		
<p>The reading results for the 112 933 students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li>■ 67% (75 934) met the provincial standard in Grade 3 and Grade 6;</li> <li>■ 15% (16 428) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li>■ 5% (5727) met the standard in Grade 3 but did not meet it in Grade 6; and</li> <li>■ 13% (14 844) achieved below the standard in both Grade 3 and Grade 6.</li> </ul>	<p>The writing results for the 112 933 students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li>■ 67% (76 119) met the provincial standard in Grade 3 and Grade 6;</li> <li>■ 15% (16 518) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li>■ 7% (8010) met the standard in Grade 3 but did not meet it in Grade 6; and</li> <li>■ 11% (12 286) achieved below the standard in both Grade 3 and Grade 6.</li> </ul>	<p>The mathematics results for the 119 222 students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li>■ 44% (52 906) met the provincial standard in Grade 3 and Grade 6;</li> <li>■ 5% (5806) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li>■ 19% (22 783) met the standard in Grade 3 but did not meet it in Grade 6; and</li> <li>■ 32% (37 727) achieved below the standard in both Grade 3 and Grade 6.</li> </ul>

Note: Student results in the analyses throughout this document have been linked using the students' names and their Ontario Education Numbers (OENs). When students could not be linked through the OEN, they were excluded from the analysis. Numbers have been rounded off to the nearest whole percentage throughout this document.



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# Explanation of Terms

## PRIMARY AND JUNIOR ASSESSMENTS OF READING, WRITING AND MATHEMATICS

### All Students

Results are reported for all students in the grade (Grade 3 or 6).

### Provincial Standard

The Ministry of Education, in *The Ontario Curriculum*, has set Level 3 as the provincial standard. Level 3 identifies a considerable level of achievement of provincial expectations. The levels of achievement are aligned with the four-level scale developed by the Ministry of Education and used on the Provincial Report Card.

### Level 4

The student has demonstrated the required knowledge and skills thoroughly or to a high degree. Achievement exceeds the provincial standard.

### Level 3

The student has demonstrated the required knowledge and skills to a considerable degree. Achievement meets the provincial standard.

### Level 2

The student has demonstrated the required knowledge and skills. Achievement approaches the provincial standard.

### Level 1

The student has demonstrated the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.

### NE1

“Not Enough Evidence for Level 1” is used when students provided enough information to score but did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.

### No Data

This designates students who did not have a result due to absence or other reasons.

### Exempt

This designates students who were formally exempted by the school from participating in the assessment or in one or more components of it.

### English Language Learners

These are students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)*.

### EC (Exceptional Circumstances)

Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

### Students with Special Education Needs (Excluding Gifted)

These are students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is giftedness are not included.

**Education Quality and  
Accountability Office**



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