

# Highlights of the Provincial Results

## Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6)\*

English-Language Students, 2016–2017

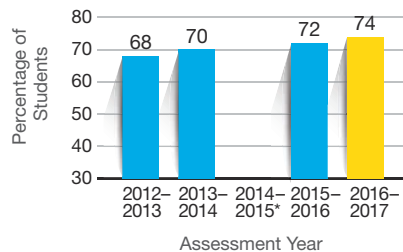
### Comparison of Results Over Time

#### Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3)

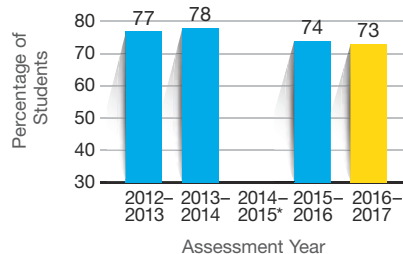
- There were 132 992 Grade 3 students at the time of the 2016–2017 assessment.
- This assessment measures the reading, writing and mathematics skills *The Ontario Curriculum* expects students to have learned by the end of Grade 3.

#### Percentage of Grade 3 Students at or Above the Provincial Standard (Levels 3 and 4)

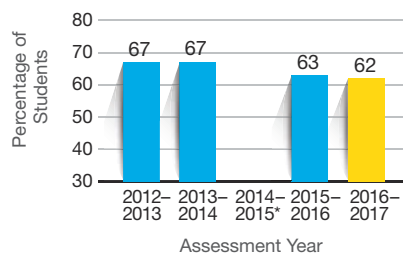
##### Reading



##### Writing



##### Mathematics

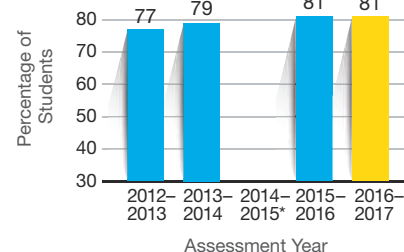


#### Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6)

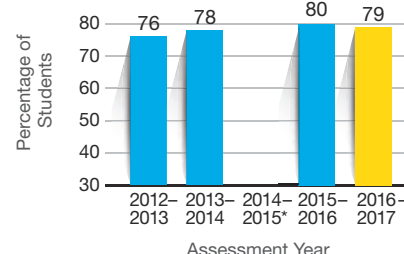
- There were 130 775 Grade 6 students at the time of the 2016–2017 assessment.
- This assessment measures the reading, writing and mathematics skills *The Ontario Curriculum* expects students to have learned by the end of Grade 6.

#### Percentage of Grade 6 Students at or Above the Provincial Standard (Levels 3 and 4)

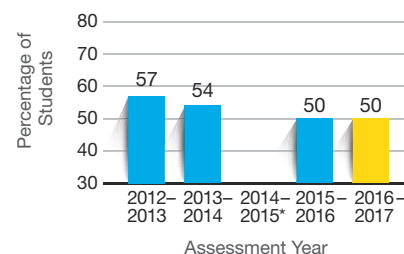
##### Reading



##### Writing



##### Mathematics



\* Provincial-level results for the English-language school system for the primary and junior divisions were not available in 2015. Due to labour disruptions, a significant proportion of schools did not participate in the provincial assessments that school year. In 2016, elementary schools in the Toronto Catholic District School Board did not participate in the assessments, due to ongoing labour issues.

# Tracking Student Progress from Grade 3 in 2014 to Grade 6 in 2017

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

EQAO tracks the achievement of individual students as they progress from one provincial assessment to the next.

The pie charts below compare the junior-division assessment results of students who were in Grade 6 in 2017 with their results on the primary-division assessment when they were in Grade 3 in 2014. The percentages are based on the total number of tracked students in the cohort, including those who participated, those who were exempted and those who provided no work to be scored. There were 130 775 Grade 6 students in 2017.

The pie charts have been divided into four categories to reflect the four possible ways students can progress from one assessment to the next:

- **Maintained Standard**—Met the provincial standard in Grade 3 and Grade 6
- **Rose to Standard**—Did not meet the standard in Grade 3 but met it in Grade 6
- **Dropped from Standard**—Met the standard in Grade 3 but did not meet it in Grade 6
- **Never Met Standard**—Did not meet the standard in Grade 3 and also did not in Grade 6

<b>READING</b> From Grade 3 in 2014 to Grade 6 in 2017	<b>WRITING</b> From Grade 3 in 2014 to Grade 6 in 2017	<b>MATHEMATICS</b> From Grade 3 in 2014 to Grade 6 in 2017
<span style="display: inline-block; width: 15px; height: 15px; background-color: #00a0e3; border: 1px solid black; margin-right: 5px;"></span> Maintained Standard <span style="display: inline-block; width: 15px; height: 15px; background-color: #c00000; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Rose to Standard <span style="display: inline-block; width: 15px; height: 15px; background-color: #e67e22; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Dropped From Standard <span style="display: inline-block; width: 15px; height: 15px; background-color: #ffff00; border: 1px solid black; margin-left: 20px;"></span> Never Met Standard		
<p>The reading results for the 115 330 students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li>■ 66% (75 779) met the provincial standard in Grade 3 and Grade 6;</li> <li>■ 16% (18 767) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li>■ 4% (5009) met the standard in Grade 3 but did not meet it in Grade 6 and</li> <li>■ 14% (15 775) achieved below the standard in both Grade 3 and Grade 6.</li> </ul>	<p>The writing results for the 115 338 students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li>■ 69% (79 152) met the provincial standard in Grade 3 and Grade 6;</li> <li>■ 11% (12 923) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li>■ 10% (11 121) met the standard in Grade 3 but did not meet it in Grade 6 and</li> <li>■ 11% (12 142) achieved below the standard in both Grade 3 and Grade 6.</li> </ul>	<p>The mathematics results for the 120 464 students in the cohort are as follows:</p> <ul style="list-style-type: none"> <li>■ 46% (55 457) met the provincial standard in Grade 3 and Grade 6;</li> <li>■ 4% (5047) did not meet the standard in Grade 3 but met it in Grade 6;</li> <li>■ 21% (25 458) met the standard in Grade 3 but did not meet it in Grade 6 and</li> <li>■ 29% (34 502) 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). Not all results could be linked. Reasons include the student's recent arrival in Ontario (e.g., he or she was not in the school system for the previous assessment), misspelled names or inaccurate OENs. Numbers have been rounded off to the nearest whole percentage throughout this document.*

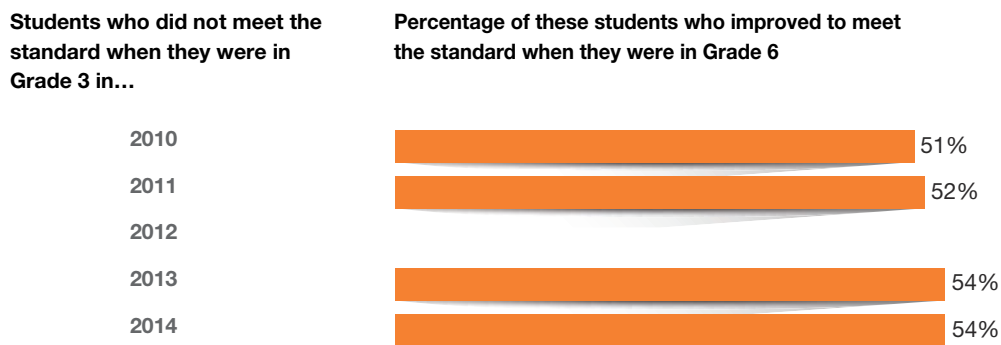
# Students “Rising to the Standard” from Grade 3 to Grade 6

## Improvement in Literacy Over the Past Five Years

Ontario’s school system has been getting better at the early identification and support of students who are not meeting literacy expectations. Over the past five years, there has been an increase in the proportion of students who did not meet the provincial reading and writing standards when in Grade 3 and then who improved to meet them in Grade 6.

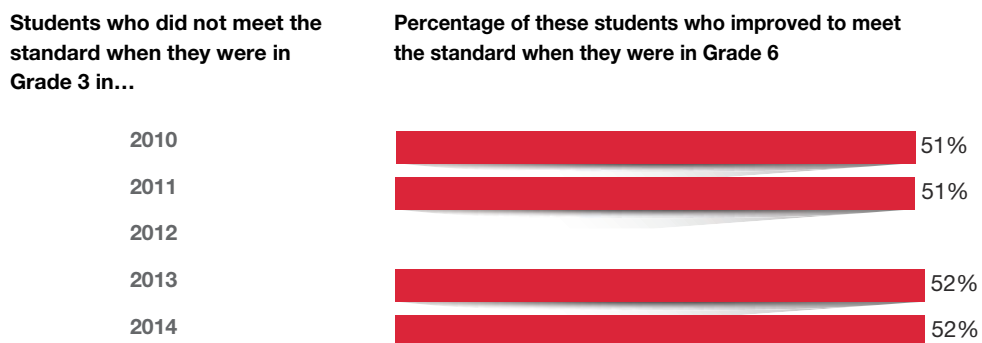
### READING

Of the students who had not met the provincial **reading** standard in Grade 3, the proportion who improved to meet it in Grade 6 has steadily increased, from 51% to 54%, over the past five years.



### WRITING

Of the students who had not met the provincial **writing** standard in Grade 3, the proportion who improved to meet it in Grade 6 has steadily increased, from 51% to 52%, over the past five years.

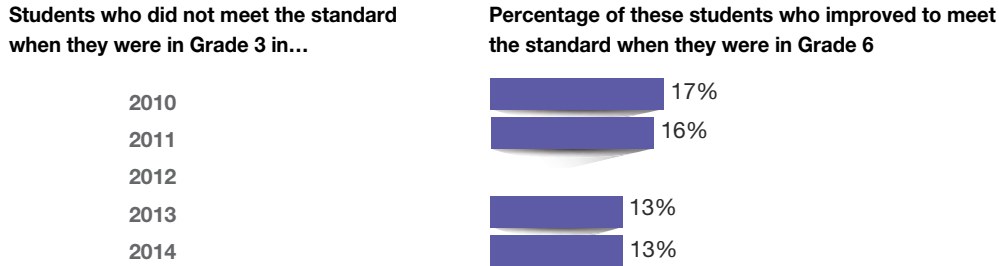


# Students Who Have Fallen Below the Standard Between Grade 3 and Grade 6

## Decline in Mathematics Success Over the Past Five Years

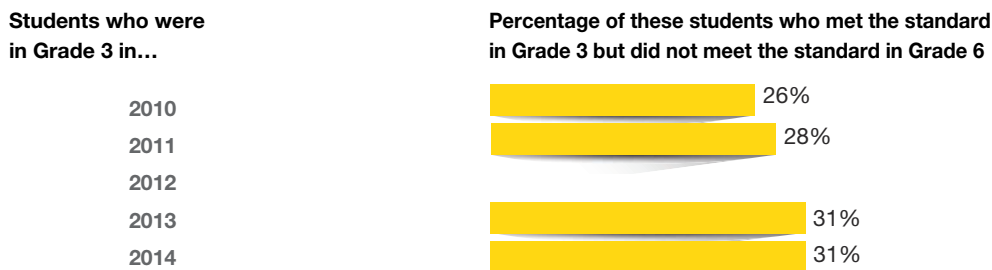
### MATHEMATICS

The same kind of progress has not, however, been seen in **mathematics**. The proportion of students improving to meet the standard in Grade 6 has decreased by four percentage points, from 17% to 13%, over the past five years. This finding is of particular significance given that EQAO analyses have consistently shown that students who do not meet the provincial standard early in their schooling—that is, in either Grade 3 or Grade 6, or both—are much more likely to carry those difficulties into Grade 9.



## An Increasing Percentage of Students Who Met the Mathematics Standard in Grade 3 Did Not Do So in Grade 6

The following chart shows the trend in the percentage of students who did not meet the provincial standard in Grade 6 despite having met it in Grade 3.



Please visit [www.eqao.com](http://www.eqao.com) for more information.

#### About EQAO

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 Web site.