

CONSULTATION

EQAO Individual Student Reports

Assessments of Reading, Writing and Mathematics,
Primary Division (Grades 1-3) and Junior Division (Grades 4-6)

Grade 9 Assessment of Mathematics

Ontario Secondary School Literacy Test

EQAO is currently conducting a review of the Individual Student Report (ISR) for each assessment program. The information provided on the ISR, along with the information your child's teacher gathers through observation and other assessments, can help identify your child's strengths and areas that require extra work.

EQAO is actively seeking input from parents about the format of and information presented on each ISR. The ultimate goal of this review is to provide ISRs that contain clear and helpful information about student achievement on the EQAO assessments.

The format and content of each ISR reflects the specific reporting requirements for each assessment.

A copy of each ISR is attached, along with a consultation page that identifies each of the areas on the ISRs that we would like you to consider. Please take a few moments to review one or more of the four ISRs and provide comments on the format and content. In addition, please recommend any changes that you believe would enhance the effectiveness of these reports.

If you have any questions, please contact Marie Parsons, EQAO Chief Assessment Officer, at 416-314-6395 or 1-888-327-7377 (toll free).

Please return all completed forms to the attention of:
Gloria Hosmer, 2 Carlton Street, Suite 1200, Toronto, ON M5B 2M9

EQAO would like to thank you in advance for taking the time to participate in this consultation process.



**Assessment of Reading, Writing and Mathematics,
 Primary Division (Grades 1-3), 2007-2008**

STUDENT INFORMATION

Student Name: **EXAMPLE**
 Ontario Education Number: 123-456-789
 Package ID Number: 810 00000 00 123456 03 01 01
 School Name: Example School (123456)
 School Board: Example Board (12345)

YOUR CHILD'S RESULTS ON THE PRIMARY DIVISION ASSESSMENT (GRADE 3, 2008)

LEVEL 4 Exceeds provincial standard	LEVEL 3 Provincial standard	LEVEL 2 Approaches provincial standard	LEVEL 1 Much below provincial standard	NE1 Not enough evidence to be assigned a Level 1	READING: answered questions: 33 of 36	WRITING: answered questions: 12 of 14	MATHEMATICS: answered questions: 36 of 36
		■					
		■					
		■					

FOR PARTICIPATING STUDENTS, THE ■ SYMBOL REPRESENTS THE STUDENT'S ACHIEVEMENT LEVEL ON THIS ASSESSMENT.
 "Answered questions" refers to the number of questions the student answered in relation to the total number of questions on the assessment.
 Unanswered questions are treated as incorrect in the calculation of your child's results.

UNDERSTANDING YOUR CHILD'S RESULTS

This report indicates how well your child met the curriculum expectations in relation to the provincial standard at the end of the primary division (Grade 3) as demonstrated on the assessment. The provincial standard can be confident their children will be prepared for work in the next grade. The following are brief descriptions of the various reporting categories on this assessment:

- 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 non-exempt students who did not complete any part of the assessment due to absence or for medical or other reasons.
- Exempt:** This designates students who were formally exempted by the school from participating in the assessment or one or more components of it.
- N/A:** The student was in a French Immersion class and wrote only the French translation of the mathematics component.



**Assessment of Reading, Writing and Mathematics,
Junior Division (Grades 4-6), 2007-2008**

STUDENT INFORMATION

Student Name: **EXAMPLE**
 Ontario Education Number: 123-456-789
 Package ID Number: 810 0000 00 123456 06 01 01
 School Name: Example School (123456)
 School Board: Example Board (12345)

YOUR CHILD'S RESULTS ON THE JUNIOR DIVISION ASSESSMENT (GRADE 6, 2008)

	LEVEL 1 Much below provincial standard	LEVEL 2 Approaches provincial standard	LEVEL 3 Provincial standard	LEVEL 4 Exceeds provincial standard
READING: answered questions: 35 of 35			■	
WRITING: answered questions: 11 of 14		■		
MATHEMATICS: answered questions: 36 of 36			■	

FOR PARTICIPATING STUDENTS, THE ■ SYMBOL REPRESENTS THE STUDENT'S ACHIEVEMENT LEVEL ON THIS ASSESSMENT.
 "Answered questions" refers to the number of questions the student answered in relation to the total number of questions on the junior division assessment. Unanswered questions are treated as incorrect in the calculation of your child's results.

YOUR CHILD'S RESULTS ON THE PRIMARY DIVISION ASSESSMENT (GRADE 3, 2005)

	Level 2	Level 3	Level 4
READING LEVEL:	Level 2		
WRITING LEVEL:		Level 3	
MATHEMATICS LEVEL:			Level 2

UNDERSTANDING YOUR CHILD'S RESULTS

This report indicates how well your child met the curriculum expectations in relation to the provincial standard at the end of the primary division (Grade 3) and the junior division (Grade 6) as demonstrated on the assessments. The provincial standard has been determined by the Ministry of Education to be Level 3. Parents of students achieving the provincial standard can be confident their children will be prepared for work in the next grade. The following are brief descriptions of the various reporting categories on these assessments:

- 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:** "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 non-exempt students who did not complete any part of the assessment due to absence or for medical or other reasons.
- Exempt:** This designates students who were formally exempted by the school from participating in the assessment or one or more components of it.
- N/A:** The student was in a French Immersion class and wrote only the French translation of the mathematics component.

This report contains personal information that is protected under the Freedom of Information and Protection of Privacy Act.

**CONSULTATION ON INDIVIDUAL STUDENT REPORTS (ISRS)
Assessment of Reading, Writing and Mathematics,
Primary Division (Grades 1-3) and Junior Division (Grades 4-6)**

AREAS/QUESTIONS TO CONSIDER	
STUDENT INFORMATION SECTION	
Format of the section	Is the information presented easy to understand?
Your Child's Results On Section	
Format of the section	Is the information presented easy to understand?
Understanding Your Child's Results Section	
Format of the section	Is the information presented easy to understand?
RECOMMENDATIONS	



STUDENT INFORMATION

Student Name: SAMPLE, SAMPLE
 Ontario Education Number: 123-456-789
 School: SAMPLE SS (000000)
 School Board: SAMPLE District School Board (00000)
 Package ID Number: 000 000000 00 000000 00 00 00
 Program Information: Academic First semester

ACHIEVEMENT SUMMARY				
ONTARIO CURRICULUM ACHIEVEMENT LEVELS				
BELOW	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Insufficient achievement of curriculum expectations	Much below provincial standard	Approaches provincial standard	Provincial standard	Surpasses provincial standard
50-59%	60-69%	70-79%	80-100%	
OVERALL ACHIEVEMENT LEVEL				
31 out of 31 answered questions				

For participating students, the ■ symbol represents the student's achievement level on this assessment. "Answered questions" refers to the number of questions the student answered in relation to the total number of questions on the assessment. Unanswered questions are treated as incorrect in the calculation of the student's result.

- LEVEL 4:** The student has demonstrated a very high to outstanding level of achievement. Achievement surpasses the provincial standard.
- LEVEL 3:** The student has demonstrated a high level of achievement. Achievement is at the provincial standard.
- LEVEL 2:** The student has demonstrated a moderate level of achievement. Achievement is below, but approaching, the provincial standard.
- LEVEL 1:** The student has demonstrated a passable level of achievement. Achievement is much below the provincial standard.
- BELOW LEVEL 1:** The student has not demonstrated sufficient achievement of curriculum expectations.
- NO DATA:** EQAO did not receive completed assessment booklets for this student.

The result reported here is a snapshot of this student's achievement on the days of the assessment and is only one indication of how this student is learning the mathematics curriculum.

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CONSULTATION ON INDIVIDUAL STUDENT REPORTS (ISRS)
Grade 9 Assessment of Mathematics

ALPAs/PTAs/STNS TO CONSIDER	
COMMENTS/RECOMMENDATIONS	
Student Information Section	Format of the section
Is the information presented easy to understand?	
Recommendations	
Achievement Summary Section	
Format of the section	
Is the information presented easy to understand?	
Recommendations	
Overall Achievement Level Section	
Format of the section	
Is the information presented easy to understand?	
Recommendations	



Individual Student Report



Ontario Secondary School Literacy Test, March 2008

STUDENT INFORMATION

Student Name: STUDENT, STUDENT
 Ontario Education Number: 000-000-000
 School Name: SCHOOL HS (000000)
 School Board: BOARD DSB (00000)

Package ID Number: 000 00000 00 000000 10 0000

YOUR RESULTS

Congratulations! You were successful on the literacy test.

THE PURPOSE OF THE LITERACY TEST

The Ontario Secondary School Literacy Test (OSSLT) is an assessment of a student's literacy skills. Success on the test confirms that the student has achieved the minimum standard in literacy according to *The Ontario Curriculum*, across all subjects up to the end of Grade 9.

Students need to pass the literacy test or the Ontario Secondary School Literacy Course in order to obtain an Ontario Secondary School Diploma. Your school's office will record successful completion on the Provincial Report Card and on your Ontario Student Transcript.

MAINTAINING THE STANDARD

Although each year's test is made up of a new set of questions, the literacy standard remains the same each year.

On the OSSLT, literacy is considered a combination of reading and writing skills.

The fundamental reading skills that needed to be demonstrated in response to different types of reading materials were

- understanding explicitly (directly) stated ideas and information;
- understanding implicitly (indirectly) stated ideas and information and
- making connections between ideas and information in a reading selection and personal knowledge and experience.

Students read three types of reading selections and answered questions based on them: informational (e.g., a newspaper article); graphic (e.g., a schedule) and narrative (e.g., a story with dialogue).

The fundamental writing skills that needed to be demonstrated in response to different writing prompts were

- developing a main idea with sufficient supporting detail;
- organizing information and ideas in a clear, understandable manner and
- using conventions (spelling, grammar, punctuation) appropriately and in a manner that did not distract from clear communication.

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

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Individual Student Report

Ontario Secondary School Literacy Test, March 2008

STUDENT INFORMATION

Student Name: STUDENT, STUDENT
 Ontario Education Number: 000-000-000
 School Name: SCHOOL HS (000000)
 School Board: BOARD DSB (00000)

Package ID Number: 000 000000 00 000000 10 0000

YOUR RESULTS

You were unsuccessful on the literacy test. On a scale of 200 to 400, the minimum score that meets the standard is 300. Your score was 285.

THE PURPOSE OF THE LITERACY TEST

The Ontario Secondary School Literacy Test (OSSLT) is an assessment of a student's literacy skills. Success on the test confirms that the student has achieved the minimum standard in literacy according to *The Ontario Curriculum*, across all subjects up to the end of Grade 9.

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MAINTAINING THE STANDARD

Although each year's test is made up of a new set of questions, the literacy standard remains the same each year.

READING AND WRITING SKILLS MEASURED

On the OSSLT, literacy is considered a combination of reading and writing skills.

The fundamental reading skills that needed to be demonstrated in response to different types of reading materials were

- understanding explicitly (directly) stated ideas and information;
- understanding implicitly (indirectly) stated ideas and information and
- making connections between ideas and information in a reading selection and personal knowledge and experience.

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- developing a main idea with sufficient supporting detail;
- organizing information and ideas in a clear, understandable manner and
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EQAO conducts province-wide assessments at the primary, junior and secondary levels to measure student achievement against curriculum expectations. The data are widely used as an additional tool to guide improvements in education at the individual, school and provincial levels. For additional information and useful resources, visit www.eqao.com.

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CONSULTATION ON INDIVIDUAL STUDENT REPORTS (ISR)
Please complete this form for each report (SR)

	Next Steps Section (Completed student report only)
	Format of the section
	Is the information presented easy to understand?
	Recommendations
GENERAL OBSERVATIONS	
	What other information should be included?
	What information could be removed?
	Other suggestions