



Individual Student Report

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)

	NE1 Not enough evidence to be assigned a Level 1	LEVEL 1 Much below provincial standard	LEVEL 2 Approaches provincial standard	LEVEL 3 Provincial standard	LEVEL 4 Exceeds provincial standard
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 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 this assessment:

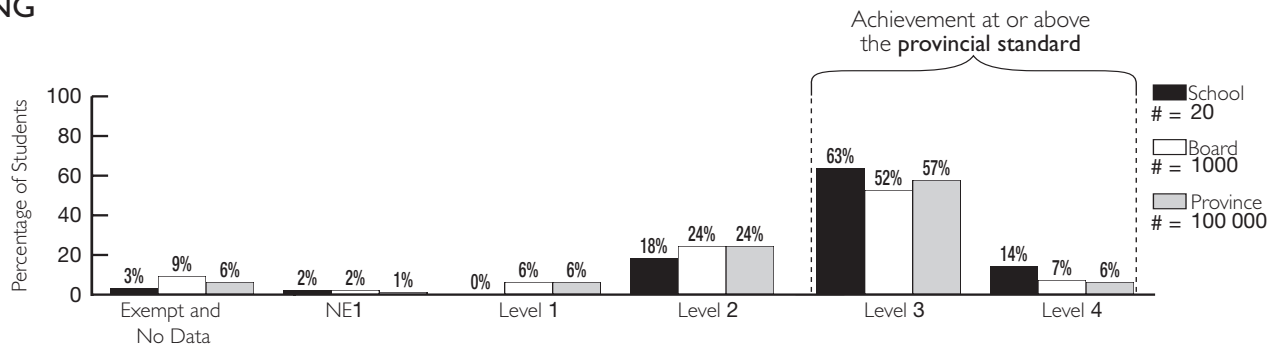
- Level 4:** The student has demonstrated the required knowledge and skills thoroughly or to a high degree. Achievement exceeds the provincial standard.
- Level 3:** The student has demonstrated the required knowledge and skills to a considerable degree. Achievement meets the provincial standard.
- Level 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.

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

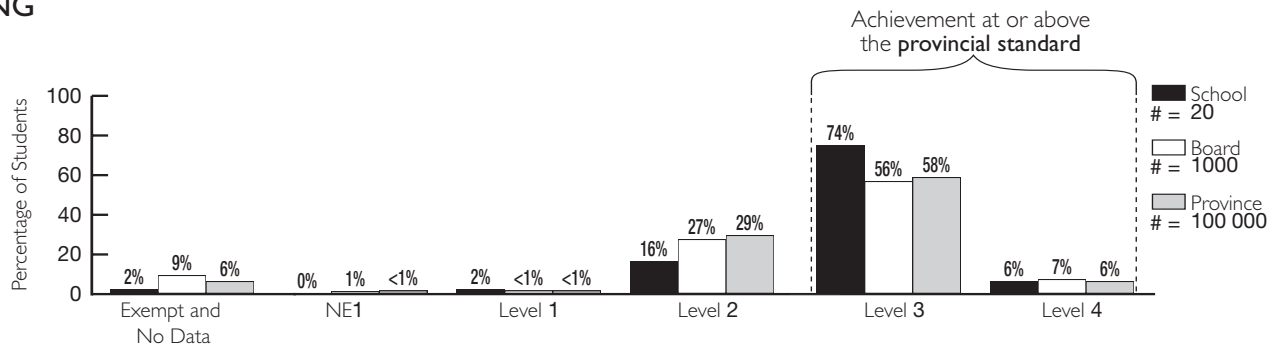
SUMMARY OF SCHOOL, SCHOOL BOARD AND PROVINCIAL RESULTS

Results for your child's school and school board and the province are provided to assist you in understanding the assessment results, both in a local context and across the system.

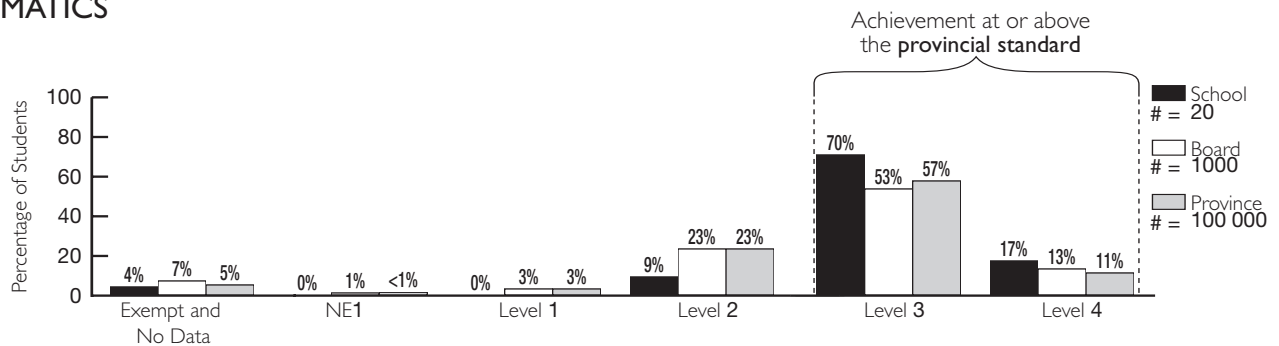
READING



WRITING



MATHEMATICS



Percentages in the above graphs are based on **all students** in the grade. Percentages may not add up to 100%, due to rounding.

N/R indicates that the number of participating students in a school or board is so small that identification of individual student results might be possible; therefore, results are not reported.

HOW TO USE THIS INFORMATION TO HELP YOUR CHILD LEARN

EQAO's primary and junior assessments of reading, writing and mathematics provide valuable information at two key stages of elementary education. These results are a snapshot of your child's achievement on the days of the assessment. They are only one indication of your child's achievement of expectations at this stage in reading, writing and mathematics.

These results, 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. We encourage you to use this information, along with your child's report card, at your upcoming parent-teacher meeting to discuss the learning expectations and to identify strategies to help your child improve. Look over the samples of student work available on the EQAO Web site, www.eqao.com, to understand what work at each level looks like.

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.



Individual Student Report

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 00000 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)

	NE1 Not enough evidence to be assigned a Level 1	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)

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:

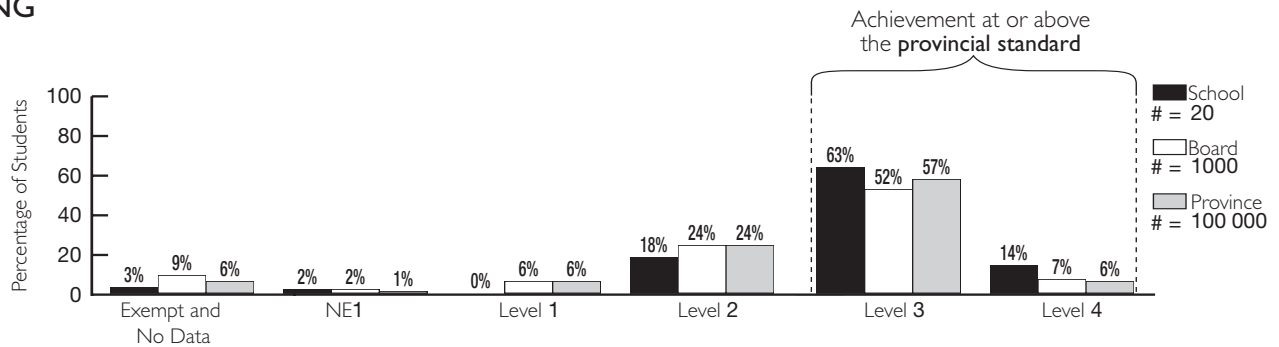
- Level 4:** The student has demonstrated the required knowledge and skills thoroughly or to a high degree. Achievement exceeds the provincial standard.
- Level 3:** The student has demonstrated the required knowledge and skills to a considerable degree. Achievement meets the provincial standard.
- Level 2:** The student has demonstrated the required knowledge and skills. Achievement approaches the provincial standard.
- Level 1:** 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.

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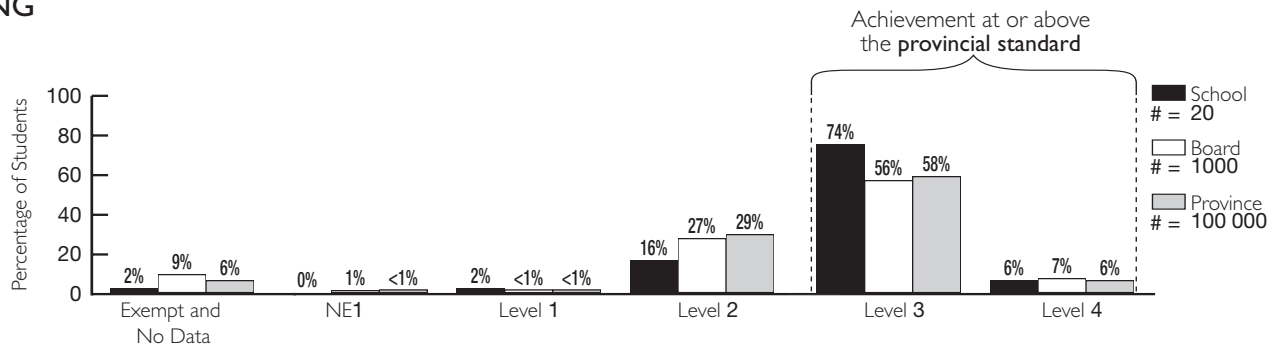
SUMMARY OF SCHOOL, SCHOOL BOARD AND PROVINCIAL RESULTS

Results for your child's school and school board and the province are provided to assist you in understanding the assessment results, both in a local context and across the system.

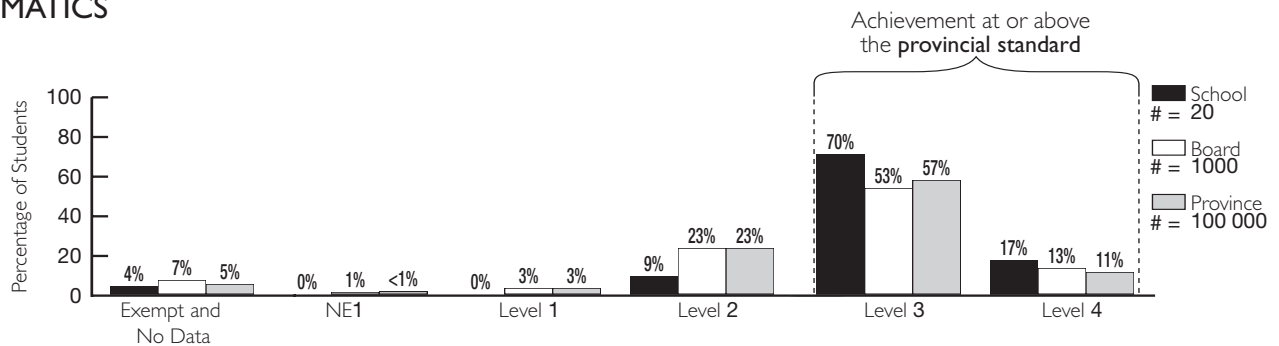
READING



WRITING



MATHEMATICS



Percentages in the above graphs are based on **all students** in the grade. Percentages may not add up to 100%, due to rounding.

N/R indicates that the number of participating students in a school or board is so small that identification of individual student results might be possible; therefore, results are not reported.

HOW TO USE THIS INFORMATION TO HELP YOUR CHILD LEARN

EQAO's primary and junior assessments of reading, writing and mathematics provide valuable information at two key stages of elementary education. These results are a snapshot of your child's achievement on the days of the assessment. They are only one indication of your child's achievement of expectations at this stage in reading, writing and mathematics.

These results, 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. We encourage you to use this information, along with your child's report card, at your upcoming parent-teacher meeting to discuss the learning expectations and to identify strategies to help your child improve. Look over the samples of student work available on the EQAO Web site, www.eqao.com, to understand what work at each level looks like.

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.



Individual Student Report

Grade 9 Assessment of Mathematics, 2007–2008

STUDENT INFORMATION

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

ACHIEVEMENT SUMMARY

ONTARIO CURRICULUM ACHIEVEMENT LEVELS

BELOW LEVEL 1	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Insufficient achievement of curriculum expectations	Much below provincial standard 50–59%	Approaches provincial standard 60–69%	Provincial standard 70–79%	Surpasses provincial standard 80–100%
answered questions: <u>31</u> out of <u>31</u>				

OVERALL ACHIEVEMENT LEVEL

answered questions: 31 out of 31

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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INFORMATION FOR STUDENTS AND PARENTS

This Individual Student Report contains results from the province-wide Grade 9 Assessment of Mathematics, 2007–2008.

Students in first-semester mathematics courses wrote the assessment in January; students in second-semester or full-year mathematics courses wrote the assessment in June. Students in applied and academic programs wrote different versions of the assessment.

UNDERSTANDING THE RESULTS

This EQAO assessment measures the mathematics skills students are expected to have learned by the end of Grade 9, according to *The Ontario Curriculum*. The test was written, designed and field tested by Ontario educators and was administered to Grade 9 students throughout the province. The result is an objective and independent indicator of student learning that should be used to complement the information teachers collect throughout the year through classroom assessment, daily observations and conversations with parents.

HOW TO READ THE REPORT

ACHIEVEMENT LEVELS

The Ontario Curriculum identifies four levels of achievement that indicate how well students are meeting the provincial expectations in mathematics up to the end of Grade 9. The four achievement levels used in this report are aligned with those levels.

PROVINCIAL STANDARD

The Ontario Curriculum establishes Level 3 as the provincial standard.

OVERALL ACHIEVEMENT

The overall achievement level provides a general picture of a student's achievement relative to the curriculum expectations in mathematics. The overall level is represented by the ■ symbol. The shaded line extending from this symbol shows the approximate range of the student's overall achievement in mathematics.



Individual Student Report

Ontario Secondary School Literacy Test, March 2008

STUDENT INFORMATION

Student Name:	STUDENT, STUDENT	Package ID	
Ontario Education Number:	000-000-000	Number:	000 00000 00 000000 10 0000
School Name:	SCHOOL HS (000000)		
School Board:	BOARD DSB (00000)		

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.

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.

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.

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Individual Student Report

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STUDENT INFORMATION

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Ontario Education Number:	000-000-000	Number:	000 00000 00 000000 10 0000
School Name:	SCHOOL HS (000000)		
School Board:	BOARD DSB (00000)		

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.

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FEEDBACK TO YOU ON THE LITERACY TEST

Comments

Reading	Your answers do not sufficiently show that you understand explicitly (directly) stated ideas and information in different types of reading materials. Read a variety of books, magazines and newspapers. Ask questions if you do not understand what you have read.
Reading	Your answers do not sufficiently show that you understand implicitly (indirectly) stated ideas and information in different types of reading materials. Read a variety of books, magazines and newspapers. Ask questions and try to understand the underlying meaning of what you have read.
Reading	Your answers do not sufficiently show that you understand how to make connections between the ideas and information in different types of reading materials and your personal knowledge and experience. When reading a variety of books, magazines and newspapers, think about how what you are reading relates to what you already know.
Writing	Your answers do not sufficiently show that you can develop a main idea with supporting details in a clear manner. Practise writing thoughtful main ideas supported by sufficient, specific and relevant details organized in a logical and coherent way.
Writing	Your answers do not sufficiently show that you can use conventions (spelling, grammar and punctuation) correctly. Get help using correct spelling, grammar and punctuation.
Attempted Questions*	You attempted 45 of the 46 questions on the test.

NEXT STEPS

You have a number of options to consider. Talk to a teacher or your principal about the best alternatives.

Educators, parents and students can use this test outcome, along with other information such as report card marks, to plan for further improvement.

For more detailed information about your performance on individual items on this year's literacy test, please see your school principal.

*Unanswered questions are treated as incorrect in the calculation of your results.