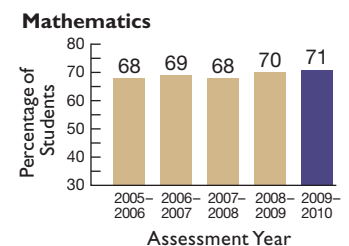
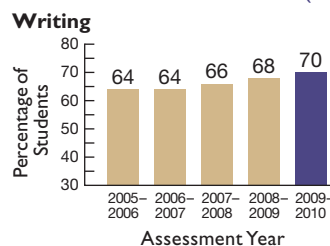
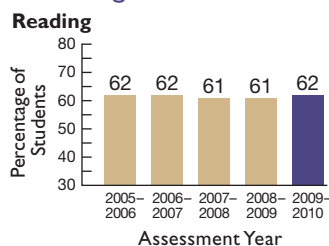


Comparison of Results Over Time

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

- There were 127 789 Grade 3 students at the time of the 2009–2010 assessment.
- This assessment measures the reading, writing and mathematics skills *The Ontario Curriculum* expects students to have learned by the end of Grade 3.

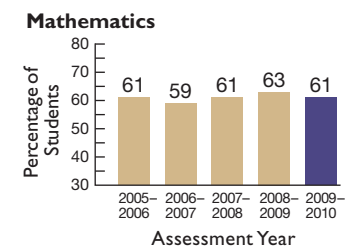
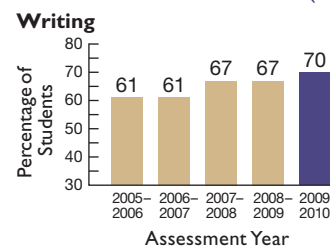
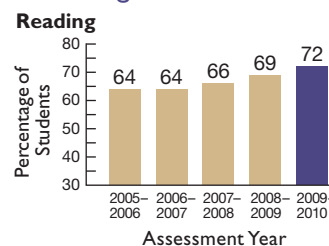
Percentage of Grade 3 Students at or Above the Provincial Standard (Levels 3 and 4)



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

- There were 134 294 Grade 6 students at the time of the 2009–2010 assessment.
- This assessment measures the reading, writing and mathematics skills *The Ontario Curriculum* expects students to have learned by the end of Grade 6.

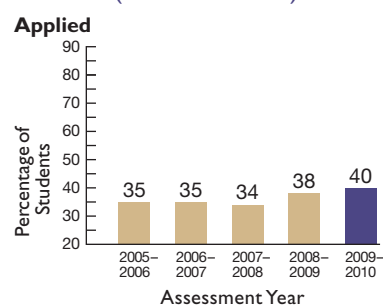
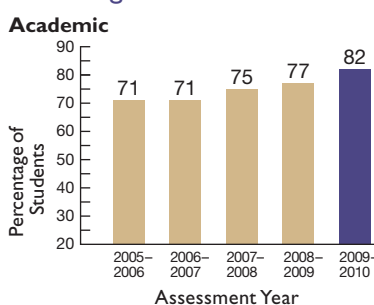
Percentage of Grade 6 Students at or Above the Provincial Standard (Levels 3 and 4)



Grade 9 Assessment of Mathematics

- There were 101 268 Grade 9 students enrolled in the academic course and 47 566 in the applied course at the time of the 2009–2010 assessment.
- This assessment measures the mathematics skills *The Ontario Curriculum* expects students to have learned by the end of Grade 9. Separate versions of the assessment are administered to students in the academic and the applied courses.

Percentage of Grade 9 Students at or Above the Provincial Standard (Levels 3 and 4)



Tracking Student Progress from Assessment to Assessment

EQAO now regularly tracks the achievement of individual students as they progress from one provincial assessment to the next. This document compares the junior-division assessment results of students who were in Grade 6 in 2010 with their results on the primary-division assessment when they were in Grade 3 in 2007. It also compares students' Grade 9 mathematics assessment results in 2010 with their math results on the provincial assessments when they were in Grade 3 in 2004 and Grade 6 in 2007.

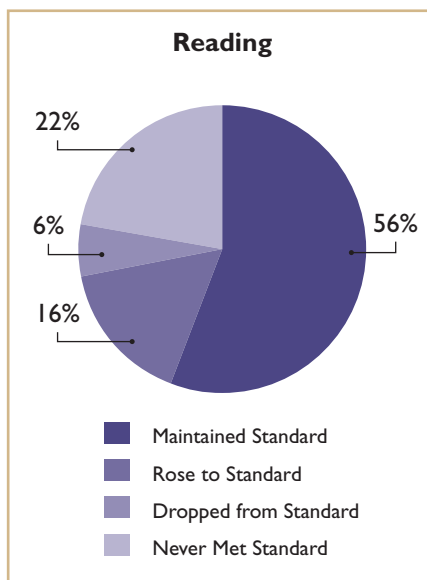
Throughout this document, the progress of students as they moved from Grade 3 to Grade 6 has been illustrated by pie charts that are divided into four categories to reflect the four possible ways students can progress from one assessment to the next:

- **Maintained Standard**—Met the provincial standard in both 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**—Met the standard in neither Grade 3 nor Grade 6

Note: Numbers have been rounded off to nearest decimal throughout this document.

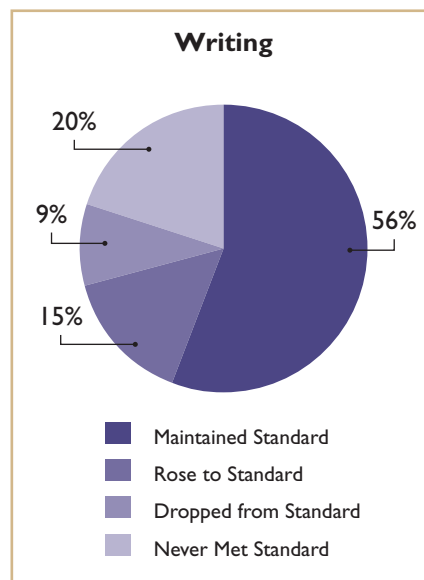
Progress in Achievement from Grade 3 in 2007 to Grade 6 in 2010

There were 134 294 Grade 6 students in 2010. The pie charts below show the performance of the Grade 6 students who also wrote the language and math components of the provincial assessment in Grade 3 in 2007. 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.



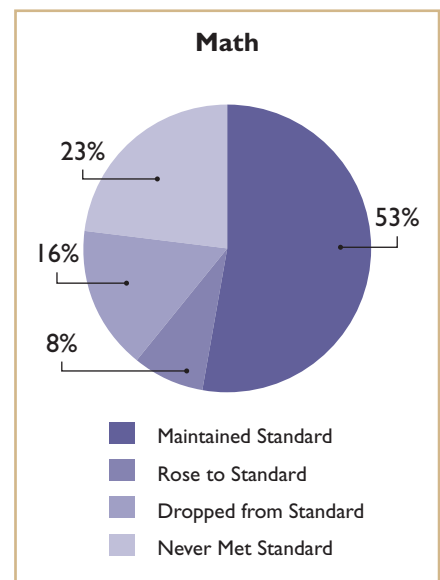
The reading results for the 119 252 students in the cohort are as follows:

- **56%** (67 283) met the provincial standard in Grade 3 and Grade 6;
- **16%** (19 353) did not meet the standard in Grade 3 but met it in Grade 6;
- **6%** (6940) met the standard in Grade 3 but did not meet it in Grade 6 and
- **22%** (25 676) met the standard in neither Grade 3 nor Grade 6.



The writing results for the 119 321 students in the cohort are as follows:

- **56%** (66 990) met the provincial standard in Grade 3 and Grade 6;
- **15%** (17 542) did not meet the standard in Grade 3 but met it in Grade 6;
- **9%** (10 676) met the standard in Grade 3 but did not meet it in Grade 6 and
- **20%** (24 113) met the standard in neither Grade 3 nor Grade 6.



The mathematics results for the 122 466 students in the cohort are as follows:

- **53%** (65 135) met the provincial standard in Grade 3 and Grade 6;
- **8%** (9809) did not meet the standard in Grade 3 but met it in Grade 6;
- **16%** (19 767) met the standard in Grade 3 but did not meet it in Grade 6 and
- **23%** (27 755) met the standard in neither Grade 3 nor Grade 6.

Tracking Progress in Math from Grade 3 Through Grade 6 to Grade 9

The pie charts on the following page show how students who were in the Grade 9 academic and applied math courses in 2010 performed compared to their results when they were in Grade 3 in 2004 and Grade 6 in 2007.

The percentages in the charts are based on all students who could be tracked, including those who participated, were exempted or did not provide enough work to be scored. Specifically

- of the 101 268 students enrolled in the Grade 9 academic course in 2010, 78 417 had also written the math component of the provincial assessment in both Grade 3 and Grade 6.
- of the 47 566 students enrolled in the Grade 9 applied course in 2010, 31 376 had also written the math component of the provincial assessment in both Grade 3 and Grade 6.

Key Findings

- **Students who meet the provincial standard early in their schooling are most likely to maintain that high achievement in secondary school.**

Of the students who had met the provincial standard in both Grade 3 and Grade 6, **91%** met it again in Grade 9 in the academic mathematics course and **75%** met it again in Grade 9 in the applied mathematics course.

- **Students who do not meet the provincial standard early in their schooling are most likely to struggle in later grades.**

Of the students who had met the provincial standard in neither Grade 3 nor Grade 6, only **51%** met the standard in Grade 9 in the academic mathematics course and only **29%** did in the applied mathematics course.

- **Identifying struggling students early and providing support makes a difference.**

Students who had not met the standard in Grade 3 but had improved to meet it in Grade 6 were considerably more likely to carry that success forward into Grade 9 than students who had not met the standard in Grade 6. Of the students who had not met the provincial standard in Grade 3 but had met it in Grade 6, **79%** met it in Grade 9 in the academic mathematics course and **59%** met the standard in the applied mathematics course.

The charts below are first divided into four slices, which represent the four possible ways these students could have progressed from the Grade 3 to the Grade 6 assessment. Each slice then shows the number and percentage of students who met or did not meet the provincial standard in Grade 9.

Student Math Progress from Grade 3 to Grade 6 to Grade 9, Academic Math Course

Grade 9 Results

Of the 7359 students who **had met the standard in neither Grade 3 nor Grade 6,**

- 51% (3778) met it in Grade 9 and
- 49% (3581) did not meet it in Grade 9.

Grade 9 Results

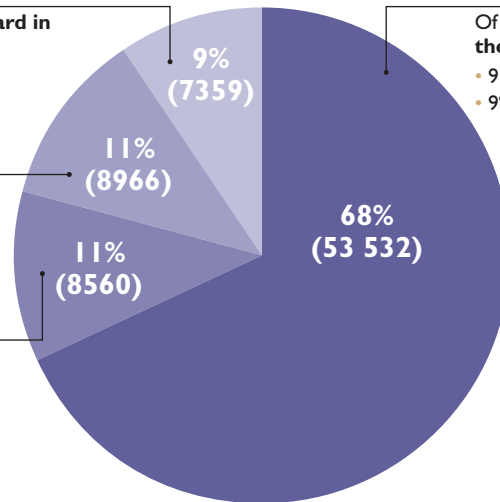
Of the 8966 students who **had dropped from the standard from Grade 3 to Grade 6,**

- 64% (5720) met it in Grade 9 and
- 36% (3246) did not meet it in Grade 9.

Grade 9 Results

Of the 8560 students who **had risen to the standard from Grade 3 to Grade 6,**

- 79% (6762) met it again in Grade 9 and
- 21% (1798) did not meet it in Grade 9.



Grade 9 Results

Of the 53 532 students who **had maintained the standard from Grade 3 to Grade 6,**

- 91% (48 807) met it again in Grade 9 and
- 9% (4725) did not meet it in Grade 9.

Progression from Grade 3 to Grade 6

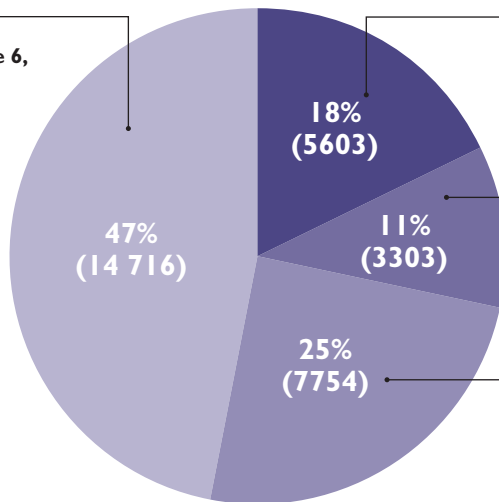
- Maintained Standard (68%)
- Rose to Standard (11%)
- Dropped from Standard (11%)
- Never Met Standard (9%)

Student Math Progress from Grade 3 to Grade 6 to Grade 9, Applied Math Course

Grade 9 Results

Of the 14 716 students who **had met the standard in neither Grade 3 nor Grade 6,**

- 29% (4236) met it in Grade 9 and
- 71% (10 480) did not meet it in Grade 9.



Grade 9 Results

Of the 5603 students who **had met the standard in both Grade 3 and Grade 6,**

- 75% (4198) met it again in Grade 9 and
- 25% (1405) did not meet it in Grade 9.

Grade 9 Results

Of the 3303 students who **had risen to the standard from Grade 3 and Grade 6,**

- 59% (1961) met it again in Grade 9 and
- 41% (1342) did not meet it in Grade 9.

Progression from Grade 3 to Grade 6

- Maintained Standard (18%)
- Rose to Standard (11%)
- Dropped from Standard (25%)
- Never Met Standard (47%)

Grade 9 Results

Of the 7754 students who **had dropped from the standard from Grade 3 to Grade 6,**

- 48% (3686) met it in Grade 9 and
- 52% (4068) did not meet it in Grade 9.

Please visit www.eqao.com for more information.

About EQAO: The Education Quality and Accountability Office (EQAO) acts as a catalyst for increasing the success of Ontario students by measuring their achievement in reading, writing and mathematics against a common curriculum benchmark. As an independent provincial agency, EQAO plays a pivotal role by conducting province-wide tests at key points in every student's primary, junior and secondary education and reporting the results. The objective and reliable facts obtained add to the current knowledge about student learning and are an important tool for improvement at the individual, school and provincial levels.

Education Quality and
Accountability Office



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