



# EQAO'S ASSESSMENT OF READING, WRITING AND MATHEMATICS, PRIMARY DIVISION (GRADES 1–3)

Individual Student Report, 2014

## EXAMPLE, STUDENT

Ontario education number: **123-456-789**  
 School: **Example School (000000)**  
 School board: **Example Board**  
 Accommodations: The school requested no accommodations for your child for this assessment.

## Your Child's RESULTS

EQAO's primary-division assessment tests the reading, writing and mathematics skills students are expected to have gained by the end of Grade 3. For more information about EQAO assessments and about typical student performance at each level of achievement, see page 2 of this report and "A Parent's Guide to Understanding Your Child's Results," available at [www.eqao.com](http://www.eqao.com), under "Parent Resources."

	<b>NE 1</b> Not enough evidence to be assigned a Level 1	<b>Level 1</b> Much below the provincial standard	<b>Level 2</b> Approaches the provincial standard	<b>Level 3</b> Meets the provincial standard	<b>Level 4</b> Surpasses the provincial standard
<b>Reading:</b>  attempted 36 of 36 questions				■	
<b>Writing:</b>  attempted 14 of 14 questions				■	
<b>Mathematics:</b>  attempted 36 of 36 questions				■	

Each level represents a range of achievement. The position of the ■ shows where, within the range, your child's result is located (from low to high). The shaded line extending from the symbol shows the range of results the student likely would have received if he or she had taken this test or an equivalent test many times.

## Supporting Your Child's LEARNING

Talk to your child's teacher about how these results compare to your child's daily classroom work and assessment information. Discuss how you can work together to support your child's learning.

Here are some suggestions, based on the level your child achieved, that you may find helpful in supporting his or her learning at home.

### Reading

- Talk with your child daily about what he or she is reading.
  - Have your child compare what he or she is learning with what he or she already knows about the topic, people or events.
- Listen to your child read aloud or read aloud to him or her.
  - Ask your child what the author wants us to learn about people and situations in the text.

### Writing

- Ask your child to help you when you write a reminder note, a message, a letter or something similar.
  - Talk about the different purposes for writing.
- Have your child read his or her writing aloud and talk about
  - which parts of the writing are confusing and ways to make the writing easier to understand.
  - what he or she wants the reader to remember about the topic.

### Mathematics

- Include your child in everyday activities with a number of steps.
- Play games and do puzzles that involve number, geometric and measurement patterns and relationships.
- Solve problems with your child and talk about the different ways each can be solved.
- Have your child explain why he or she has chosen to solve a problem in a particular way.
- Let your child know that you think mathematics is important.

## LEVELS OF ACHIEVEMENT AT A GLANCE

### Description of Typical Student Performances on EQAO's Primary-Division Assessment at the Four Levels of Achievement

Level	Description	Reading	Writing	Mathematics
<b>Level 4</b>	Student performance at this level surpasses the provincial standard. Corresponds to an A- to A+	<p><b>For Level 4, students typically</b></p> <ul style="list-style-type: none"> <li>provide logical reasons to explain the meaning of what they are reading</li> <li>make insightful comments about people and situations in reading materials</li> <li>use relevant evidence to clearly explain personal viewpoints about the ideas and information in reading materials</li> </ul>	<p><b>For Level 4, students typically</b></p> <ul style="list-style-type: none"> <li>maintain a consistent, clear main idea or message throughout their writing</li> <li>organize their writing skilfully, with smooth transitions and connections between sentences and paragraphs</li> <li>engage the reader through humour, dialogue, word choice, linking words and variety of sentence types (e.g., simple, compound and complex sentences, questions, exclamations)</li> </ul>	<p><b>For Level 4, students typically</b></p> <ul style="list-style-type: none"> <li>use numbers, operations and measurement units accurately and confidently</li> <li>make an efficient plan and solve multi-step problems in different ways</li> <li>show and explain their mathematical thinking and solutions clearly</li> </ul>
<b>Level 3</b>	Student performance at this level meets the provincial standard. Corresponds to a B- to B+	<p><b>For Level 3, students typically</b></p> <ul style="list-style-type: none"> <li>develop an opinion about the ideas in reading materials</li> <li>recall details from what they have read and use them to support conclusions about the characters and events</li> <li>compare ideas in what they read to what they already know about a similar topic or situation</li> </ul>	<p><b>For Level 3, students typically</b></p> <ul style="list-style-type: none"> <li>clearly express ideas and opinions</li> <li>support main ideas with details, facts and relevant personal experiences</li> <li>use connecting words to link ideas in paragraphs</li> <li>use a variety of descriptive words and phrases to make the writing interesting and clear</li> </ul>	<p><b>For Level 3, students typically</b></p> <ul style="list-style-type: none"> <li>use computation skills (e.g., addition, subtraction, multiplication, division) with reasonable accuracy</li> <li>identify and use mathematical information (e.g., graphs, calendars, clocks, money) and procedures correctly to solve problems</li> <li>solve single-step and some multi-step problems and explain their solutions in detail</li> <li>show mathematical thinking in different ways, such as sketches, charts, graphs, words and tallies</li> </ul>
<b>Level 2</b>	Student performance at this level approaches the provincial standard. Corresponds to a C- to C+	<p><b>For Level 2, students typically</b></p> <ul style="list-style-type: none"> <li>use clues and ideas that are not directly stated to understand the overall meaning of what they read</li> <li>make reasonable predictions about what will happen next</li> <li>retell important information in reading materials</li> <li>read and understand words used regularly in grade-level reading materials</li> </ul>	<p><b>For Level 2, students typically</b></p> <ul style="list-style-type: none"> <li>provide a few details to support an idea</li> <li>use simple connecting words (e.g., and, but, first, then) to order ideas</li> <li>make simple sentences using common words and inconsistent punctuation</li> </ul>	<p><b>For Level 2, students typically</b></p> <ul style="list-style-type: none"> <li>use addition and subtraction to solve single-step problems or parts of multi-step problems</li> <li>use information directly stated in questions, charts, diagrams and graphs to plan a reasonable solution</li> <li>apply number concepts to solve problems, sometimes inaccurately</li> <li>construct different types of patterns</li> </ul>
<b>Level 1</b>	Student performance at this level is much below the provincial standard. Corresponds to a D- to D+	<p><b>For Level 1, students typically</b></p> <ul style="list-style-type: none"> <li>understand some information and ideas directly stated in reading materials</li> <li>have a simple understanding of what they read</li> <li>include random details from the reading materials to support their answers</li> </ul>	<p><b>For Level 1, students typically</b></p> <ul style="list-style-type: none"> <li>retell simple ideas and events based on their personal experiences</li> <li>use a simple pattern (e.g., I like..., I can...) to organize writing but often leave ideas unconnected</li> <li>base spelling on the spoken sounds of words</li> </ul>	<p><b>For Level 1, students typically</b></p> <ul style="list-style-type: none"> <li>use addition to solve simple problems</li> <li>create and extend simple number patterns</li> <li>understand directly stated information in charts, diagrams and graphs</li> <li>recognize familiar geometric shapes (e.g., square, circle) and figures (e.g., prisms, pyramids)</li> </ul>

## UNDERSTANDING YOUR CHILD'S RESULTS ON EQAO'S PRIMARY-DIVISION ASSESSMENT

Each year, Ontario students in Grade 3 write a province-wide test of their literacy and mathematics skills. EQAO's Assessment of Reading, Writing and Mathematics, Primary Division (Grade 3) is based on the same reading, writing and mathematics curriculum expectations that teachers use to structure students' daily classroom experiences. Learn more about the EQAO assessments and their connections to the curriculum at [www.eqao.com](http://www.eqao.com), under "Parent Resources."

**Students completed three test booklets (two for language and one for mathematics). They were asked to do the following:**

### Language—Reading

read four types of texts and answer multiple-choice and open-response questions (i.e., where students write out their answer) about the information and ideas in these texts

### Language—Writing

write two short texts and one longer text and answer multiple-choice questions about developing a topic and about spelling, grammar and punctuation

### Mathematics

answer multiple-choice and open-response questions (i.e., where students show their work, explain how they solve problems) related to various strands of mathematics

## Your Child's RESULTS

Your child's EQAO results shown on page 1 of this report are an important, objective indicator of his or her reading, writing and mathematics achievement in relation to the provincial standard. The provincial standard is Level 3, which corresponds to a B– to B+. The four achievement levels are the same levels teachers use in the classroom and on report cards to evaluate students' progress.

The results indicate where your child is doing well and where your child may need to improve. The descriptions of the four levels of achievement on the EQAO assessments on page 2 of this report will provide you with a clearer picture of what students at each level typically can do.

## Supporting Your Child's LEARNING

This report also suggests some specific strategies that you can use to support your child's learning. Helping your child be successful should involve a collaborative relationship among you, your child and your child's teacher. Information about your child's performance on an EQAO assessment should always be considered together with information about assessments conducted by his or her teacher. EQAO's research shows that meeting the provincial standard in the early grades is a strong predictor of meeting it again later. If your child has not met the provincial standard, speak with his or her teacher about what interventions can support his or her learning. For more information, see "A Parent's Guide to Understanding Your Child's Results," available at [www.eqao.com](http://www.eqao.com), under "Parent Resources."

The following questions may assist you in reflecting on your child's results and in engaging in discussions with your child's teacher:

- Did my child meet the provincial standard in reading, writing and mathematics?
- What are my child's strengths?
- What are my child's areas for growth?
- Are there similarities and differences among my child's results for reading, writing and mathematics?
- How do the EQAO results match what I already know about my child's classroom work?
- How can I best support my child's learning at home?
- What can my child do to improve his or her learning in reading, writing and mathematics?
- What questions do I have about my child's results?

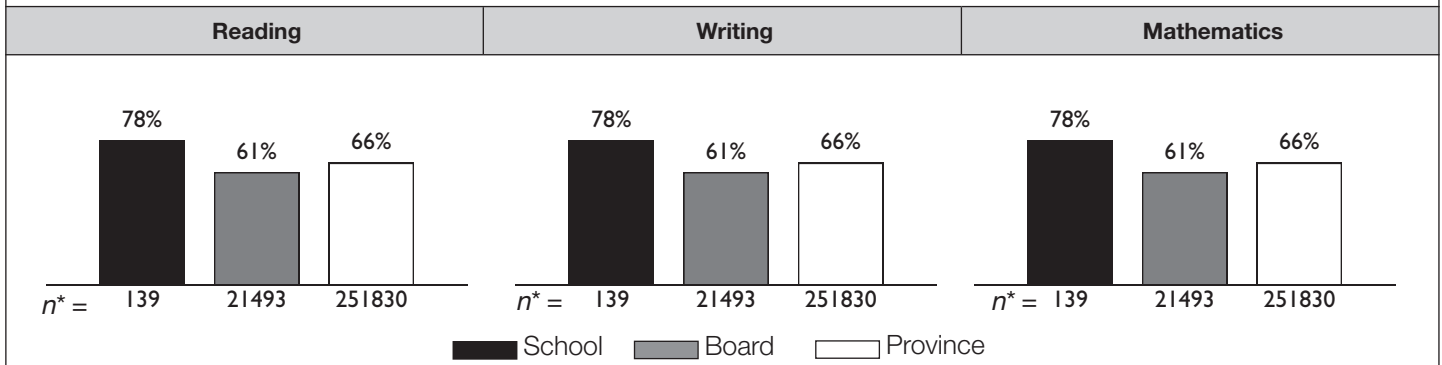
## School REPORT

EQAO assessments support the accountability of the publicly funded school system to parents and the public. The school report on page 4 shows how your school is doing in relation to the board and province and can help you understand your child's achievement in relation to other students in your school. Talk to your child's teacher or principal about how this report can be used to help you better understand the importance of EQAO results for strengthening the learning program in your child's school.

This report provides information about the EQAO results for your school, your school board and the province to help you understand how your school is doing and take part in conversations about supporting student achievement. Detailed school, school-board and provincial reports are available at [www.eqao.com](http://www.eqao.com).

Combined Results for Three Years (2012–2014):

Percentage of All Grade 3 Students in the School, Board and Province at or Above the Provincial Standard



Percentage of Grade 3 Students in the School in Each Reporting Category, 2014

Reading 56					Writing 56					Mathematics 56				
Other	Level 1	Level 2	Level 3	Level 4	Other	Level 1	Level 2	Level 3	Level 4	Other	Level 1	Level 2	Level 3	Level 4
2%	6%	21%	61%	9%	2%	9%	16%	64%	9%	3%	8%	16%	70%	3%

The percentages are based on the number of students in the grade. Percentages may not add up to 100%, due to rounding. "Other" includes the categories NEI, No Data and Exempt.

Grade 3 Student Questionnaire Results

	School	Board	Province
Number of students	41	656	123194
Percentage of Students Responding "Sometimes" or "Most of the Time"			
I like mathematics.	95%	86%	89%
I like to read.	98%	95%	96%
I like to write.	98%	91%	92%
Percentage of Students Responding "1 to 3 Times a Week" or "Every Day or Almost Every Day"			
I take part in art, music or drama activities.	49%	37%	39%
I take part in sports or other physical activities.	68%	73%	68%

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](http://www.eqao.com).

