

# **Report of the 1999-2000 Provincial Grade 3 & Grade 6 Assessments of Reading, Writing and Mathematics**

## **Bayview Fairways Public School**

YORK REGION DISTRICT SCHOOL BOARD

### **ABOUT THE GRADE 3 & GRADE 6 ASSESSMENTS**

The *Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics* are conducted annually in every publicly funded Ontario elementary school under the auspices of the province's Education Quality and Accountability Office (EQAO). The assessments are based on *The Ontario Curriculum: Grades 1-8* and measure how well students have met the provincial expectations in reading, writing and mathematics. The students' work was marked according to four levels of achievement based on the expectations in the provincial curriculum. In the *Ontario Curriculum*, Level 3 represents the expected standard for Grade 3 and Grade 6 and identifies a high level of achievement of the provincial expectations. The work students produced during the assessment was marked by teams of specially trained classroom teachers and principals.

The assessments took place over a period of five days from May 8 to 26, 2000. For 2 1/2 hours each day, students participated in brief introductory activities with their classmates and teacher and then worked independently to read and respond to passages, to write responses and to solve mathematical problems. The use of real-world problems required students to use factual knowledge to apply, organize and communicate what they know and can do. The Grade 3 assessment was based on the concept of *Change* and the Grade 6 assessment was based on *Perspectives*.

The results of these assessments should be used to improve learning and teaching, not to rank schools. Rankings tell us nothing about why scores are high or low. They invite simplistic and misleading comparisons which ignore the particular circumstances that affect achievement in each school and they also distract people from addressing the critical issues of how to improve learning for all students.

### **CONTEXT FOR THE SCHOOL**

As a multicultural community, Bayview Fairways Public School serves over 300 students from many language groups, the largest groups speaking either English or Cantonese. Last year the grade three and six classes represented approximately nine percent and twelve percent of the student population respectively. Special Education programmes, including a Junior and Intermediate Student Support Center, assist approximately ten percent of the students from grade three to grade eight. The Reading Recovery programme is now in its fourth year at Bayview Fairways Public School and has been implemented as an early intervention programme to support grade one children who have not yet developed the readiness skills for reading and writing.

The School Plan for Continuous Improvement has focused upon the implementation of a balanced literacy programme. The EQAO assessment results, combined with school generated data have provided direction for the school plan. Teachers identified writing and reading skills as areas of specific focus. The EQAO assessment results clearly reflect the effectiveness of focusing attention on these programmes. In the fall of 2000 staff began the implementation of the Ontario Social Studies, History and Geography Curriculum. With a planned focus in the preceding subject areas, as well as the continued focus in reading and writing, staff will provide effective and ongoing academic programming for all children.

Parents at Bayview Fairways Public School play a major role in our students' success by working with students using computerized reading and mathematics programmes. Parents also work with students in individualized settings, as well as in small groups focusing on developing research skills. Student learning at Bayview Fairways Public School is enhanced through such shared partnerships with parents, School Council and community members.



# GRADE 6 RESULTS

Bayview Fairways Public School

## DEMOGRAPHICS

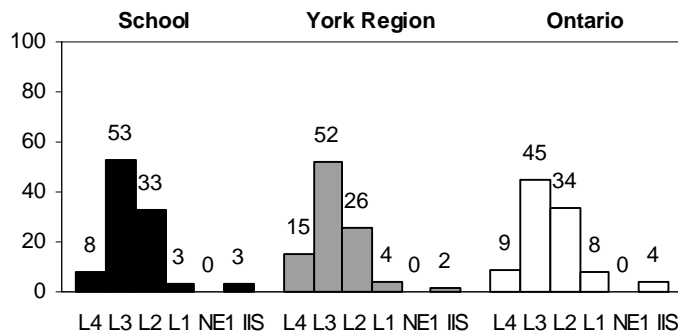
37 Students in Grade 6  
 3% Exempted in all three subjects  
 8% In English as a Second Language Program  
 11% Receiving Special Education support

## OVERALL ACHIEVEMENT IN READING, WRITING AND MATHEMATICS

**L4 (Level 4) - Always or almost always** demonstrates expected knowledge, understanding and application of skills  
**L3 (Level 3) - Usually** demonstrates expected knowledge, understanding and application of skills (the expected standard within the *Ontario Curriculum*)  
**L2 (Level 2) - Sometimes** demonstrates expected knowledge, understanding and application of skills  
**L1 (Level 1) - Sometimes** demonstrates expected knowledge, understanding or application of skills **in limited ways**  
**NE1 (Not Enough Evidence for Level 1)** - Answered enough questions but did not produce enough evidence to receive a Level 1  
**IIS (Insufficient Information to Score)** - Did not answer enough questions in any sections  
**ND (No Data)** - % of students who did not complete any work during the assessment  
**EX (Exemptions)** - % of students for whom exemptions were permitted according to EQAO guidelines

## READING

Percentage of Participating Students at Each Level



Percentage of Participating Students at Levels 3 & 4 <sup>a</sup>

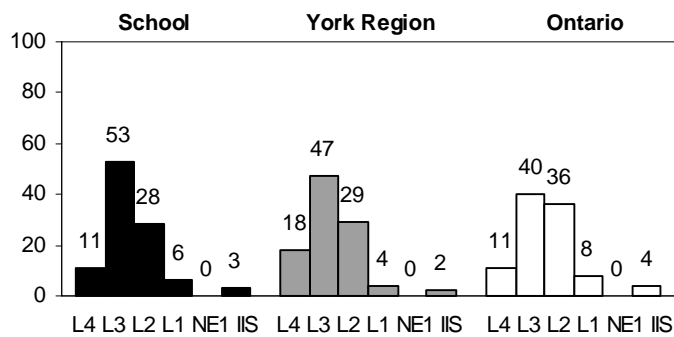
School	61
York Region	67
Ontario	54

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	8	51	32	3	0	3	0	3
York Region	14	50	25	4	0	2	0	5
Ontario	8	43	32	8	0	4	0	5

## WRITING

Percentage of Participating Students at Each Level



Percentage of Participating Students at Levels 3 & 4 <sup>a</sup>

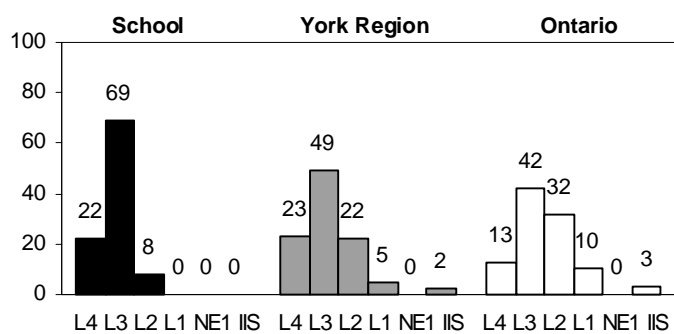
School	64
York Region	64
Ontario	51

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	11	51	27	5	0	3	0	3
York Region	17	44	27	4	0	2	0	5
Ontario	10	38	34	8	0	4	0	5

## MATHEMATICS

Percentage of Participating Students at Each Level



Percentage of Participating Students at Levels 3 & 4 <sup>a</sup>

School	92
York Region	71
Ontario	55

Percentage of **All** Students at Each Level

	L4	L3	L2	L1	NE1	IIS	ND	EX
School	22	68	8	0	0	0	0	3
York Region	22	46	21	4	0	2	0	5
Ontario	12	40	30	9	0	3	0	5

<sup>a</sup>: Due to rounding, the percentage at Levels 3 & 4 may not equal the sum of the percentages at each of Level 3 & 4 in the bar charts.

## NEXT STEPS

Grade three and grade six students in the York Region District School Board performed better than their provincial peers in reading, writing and mathematics. The level of overall achievement in all three areas for the grade three students at Bayview Fairways was well above the achievement levels for York region. The grade six overall achievement levels were more closely in line with those of the grade sixes in York region. The five-day assessment was based on the Provincial Curriculum Expectations and represented a "snap-shot" of student learning at the end of the primary and junior years of schooling. Daily ongoing assessment will continue to serve as a critical source of information for supporting quality education for all children at Bayview Fairways Public School.

The students in grades three demonstrated a very good level of understanding and application of skill development in reading, with ninety percent of the children at the provincial standard. The grade six students demonstrated a good level of understanding in reading, with sixty-one percent of the students at or above the provincial standard. Staff will continue to provide reading opportunities through a variety of forms to focus on reasoning, communication, organization of ideas and the application of language skills.

Over four-fifths of the students in grade three met the standard of level three and four in writing, while two-thirds of the grade six students attained the provincial standard. The base line data collected from students indicates a continued emphasis is required to teach students to write for a variety of purposes and audiences.

Both grade three and grade six students were able to communicate and demonstrate knowledge and understanding in all areas of the mathematics strands. Results were exceptionally good with ninety-two percent of the grade three and the grade six students meeting or exceeding the provincial standard. In conjunction with classroom assessment the results indicate a greater focus of instruction must be placed upon the application of mathematical procedures and the communication of required knowledge.

Attitudinal data was generated by the student and home questionnaires. Overall a high percentage of both our grade three and grade six students demonstrated excellent knowledge and skills in mathematics. However, only a third of the girls and two thirds of the boys in grade three and grade six think that they are good in mathematics. The attitudes in reading are the reverse with two thirds of the girls and one third of the boys considering themselves to be good readers.

The Home Questionnaire indicates that the focus for parent involvement changes as their children advance into the higher grades. The School Council, along with staff are working to encourage greater parental involvement, whether it be to volunteer in the school for fundraising or to assist students in learning.

Staff will continue to use the EQAO results as a piece of additional data in conjunction with classroom assessment. The collection of data over time will provide direction for changes in instructional practices and resources.

For further information about this report please contact:

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