

*Report of the 1998-1999 Provincial Grade 3 & Grade 6 Assessments
of Reading, Writing and Mathematics*

Lester B. Pearson 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 10 to 28, 1999. 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

The current enrollment at Lester B. Pearson is 630 students. Approximately one third of the student population is in the Primary Division (grades one to three). The entry point is grade one and the students come from Public, Separate and Private schools. The students live in town, rural and urban settings. Our students represent a diverse socioeconomic background. Over eighty percent of the population is bussed.

In over ninety-eight percent of our families, English is the only language spoken in the home environment. French is the only language of instruction until grade four when English is introduced for forty minutes per day. Several of our students, who wrote the test, do not speak English at home.

It was a Board decision to have the students write only the mathematics test at the grade three level. The EQAO test was translated into French. The English component of the grade three test was not written by the grade threes as English instruction begins at the grade four level. The grade six students wrote Reading, Writing, and Mathematics in English. The language of instruction in Mathematics for grade six students is French.

As this is the first year that our students have written the EQAO test, it is baseline data. This data forms a small part of the compilation of data which the teachers use when assessing and evaluating their students. It is a snapshot taken within a definitive time period assessing specific strands. Two grade three classes were housed in a large double room for regular classroom instruction. During the testing period one of the grade three classes wrote in the lunch room.

The School Council had a working session on and input into this document. Their input is most appreciated.

GRADE 3 RESULTS

Lester B. Pearson Public School

LEVELS OF ACHIEVEMENT IN READING, WRITING AND MATHEMATICS

L4 (Level 4) - demonstrates **thorough** knowledge, understanding and application of skills

L3 (Level 3) - demonstrates **general** knowledge, understanding and application of skills

L2 (Level 2) - demonstrates **some** knowledge, understanding and application of skills

L1 (Level 1) - demonstrates **limited** knowledge, understanding and application of skills

NI (No information) - student did not provide enough information for markers to assign a score

READING

The York Region District School Board's Grade 3 students who were enrolled in a French Immersion program did not participate in the reading assessment. Therefore, no results are available.

WRITING

The York Region District School Board's Grade 3 students who were enrolled in a French Immersion program did not participate in the writing assessment. Therefore, no results are available.

MATHEMATICS

The Grade 3 students in Lester B. Pearson Public School did not complete the multiple-choice component of the mathematics assessment. Therefore, no overall results were reported by the EQAO for students in this school. The school has, however, received information on student performance in the knowledge and skill categories and strands in mathematics. These are available at the school.

GRADE 6 RESULTS

LEVELS OF ACHIEVEMENT IN READING, WRITING AND MATHEMATICS

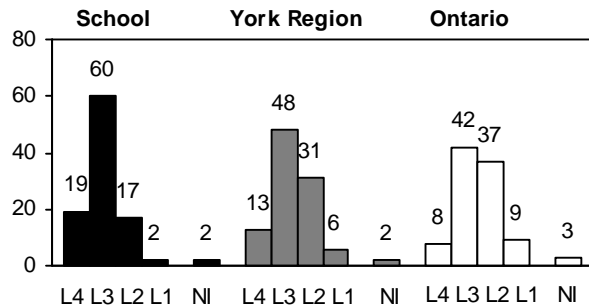
L4 (Level 4) - demonstrates **thorough** knowledge, understanding and application of skills
 L3 (Level 3) - demonstrates **general** knowledge, understanding and application of skills
 L2 (Level 2) - demonstrates **some** knowledge, understanding and application of skills
 L1 (Level 1) - demonstrates **limited** knowledge, understanding and application of skills
 NI (No information) - student did not provide enough information for markers to assign a score

DEMOGRAPHICS

58 Students in Grade 6
 2% In English as a Second Language Program
 0% Exempted in all three subjects
 0% Receiving Special Education support

READING

Percentage of Participating Students at Each Level

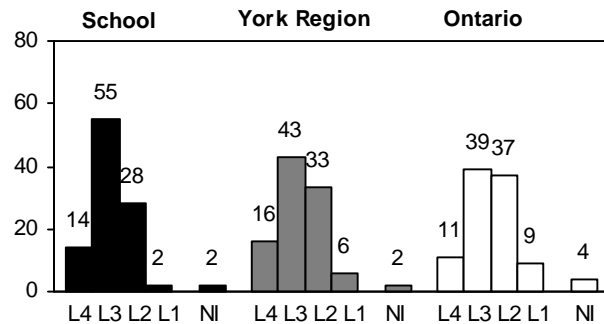


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	0	0
York Region	3	1
Ontario	4	1

WRITING

Percentage of Participating Students at Each Level

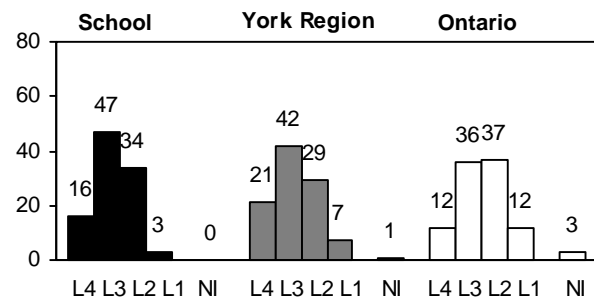


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	0	0
York Region	3	1
Ontario	4	1

MATHEMATICS

Percentage of Participating Students at Each Level



Non-participation Profile

	% Exempt ^a	% No Data ^b
School	0	0
York Region	3	1
Ontario	4	1

^a: represents % of students for whom exemptions were permitted according to EQAO guidelines and required parental approval.
^b: represents % of students who did not complete any work during the assessment.

NEXT STEPS

The staff at Lester B. Pearson was very pleased with the results of both English and Mathematics at the grade six level. The scores surpassed the scores for both the Province of Ontario and York Region. The data has been analyzed by the teachers in all grades and will be used to influence mathematical instruction from grade one to grade eight. The areas of focus in all grades will be to provide the students with a variety of test taking scenarios. The students' work will be done using a variety of spatial layouts, and there will be a focus on a variety of ways to effectively solve problems.

As language skills are developed all students will be writing Mathematics journals. We will be working on Numeration i.e. the instantaneous recall of math facts.

The Primary teachers will be sending home, Home Links ideas which complement the current mathematics strand i.e. Estimation, the students could estimate the cost of a bag of groceries.

In January and February there will be a minimum of two mathematics nights for the parents.

In Grade six the results were most satisfying as 79 percent of the students achieved levels three and four in Reading, and 69 percent in Writing. In review, the staff has identified that the area of focus for this coming year will be the application of writing conventions.

Sixty-three percent of the grade sixes were above the provincial average in Mathematics. After looking at the mathematics strands as a staff we will be focusing on measurement within the Junior and Intermediate Divisions. As well, a glossary of terms will be used as part of our instructional practices.

For Grade three students working in a second language it is not surprising that the problem solving scores were at levels one, two, and three, and that a similar pattern was noted in both communication of knowledge and understanding concepts. This pattern was not noticed at the grade six level. The Primary teachers and the grade four teachers will be focusing on measurement and data management.

This was certainly a learning experience for the school and we have much to celebrate.

For further information about this report please contact:

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