

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

Reesor Park 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

Reesor Park P.S. is composed of 556 students. Our population includes students from an established twenty-five year community and a growing number of students from Cornell. Over the past two years EQAO has assessed learning skills in the areas of Reading, Writing and Mathematics. We are beginning to be able to identify trends at the grade three level since this is the second year of assessment. Schoolwide data concurs with our EQAO results. It is pleasing to note there is considerable improvement in attitudes toward Reading, Writing and Mathematics since last year for our grade threes. An area of concern is that our boys' attitudes are not as positive as our girls' attitudes. Attitudes in the areas of writing and mathematics are not as strong as in reading.

Last year as part of our school improvement plan we identified the development and refinement of communication skills as a need with a particular focus on writing. Positive results have been achieved through the support of a whole school community. Staff, students and parents have worked together to increase student achievement. Teachers attended numerous inschool, area and regional workshops to enhance their professional skills. Several teachers volunteered and were selected as EQAO markers this past summer to further develop their understanding and skill.

Students and staff have employed the use of Ministry and Board exemplars. These exemplars provide specific examples of what is expected for students in any given grade. Efforts were made to increase student awareness of the levels of provincial standards. Strategies were put in place to assist students in achieving their best possible level.

We increased the use of higher level questioning and open-ended responses. We encouraged the students to take risks and demonstrate thorough answers within a specified time. Students learned to assess validity and quality of their work. Teachers supported students as they learned.

Information sessions and ongoing communication between staff and parents provided purposeful strategies for continued student success. We added and replaced resources to strengthen the delivery of the Ministry curriculum. We analyzed student results to determine needs in our programme.

GRADE 3 RESULTS

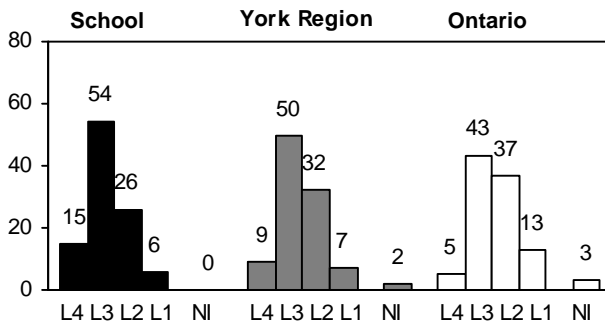
Reesor Park Public School
Updated January, 2000

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
 57 Students in Grade 3
 0% In English as a Second Language Program
 2% Exempted in all three subjects
 14% Receiving Special Education support

READING

Percentage of Participating Students at Each Level

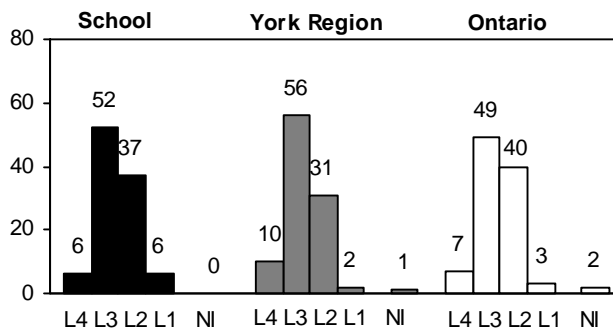


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	5	0
York Region	6	1
Ontario	6	3

WRITING

Percentage of Participating Students at Each Level

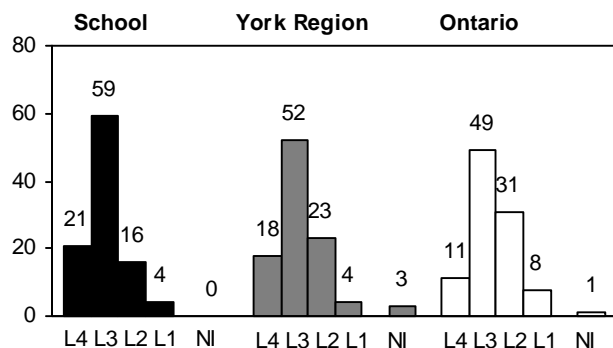


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	5	0
York Region	5	1
Ontario	5	3

MATHEMATICS

Percentage of Participating Students at Each Level



Non-participation Profile

	% Exempt ^a	% No Data ^b
School	2	0
York Region	4	1
Ontario	5	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.

GRADE 6 RESULTS

Reesor Park Public School

Updated January, 2000

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

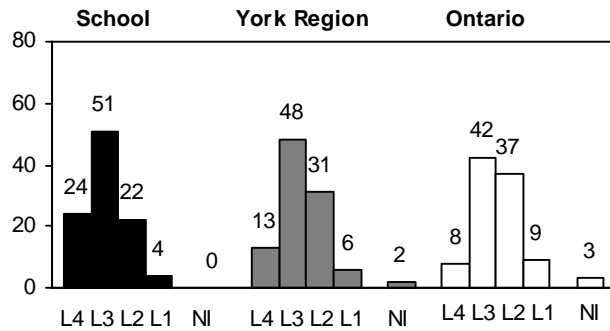
NI (No information) - student did not provide enough information for markers to assign a score

DEMOGRAPHICS

- 52 Students in Grade 6
- 4% In English as a Second Language Program
- 2% Exempted in all three subjects
- 17% Receiving Special Education support

READING

Percentage of Participating Students at Each Level

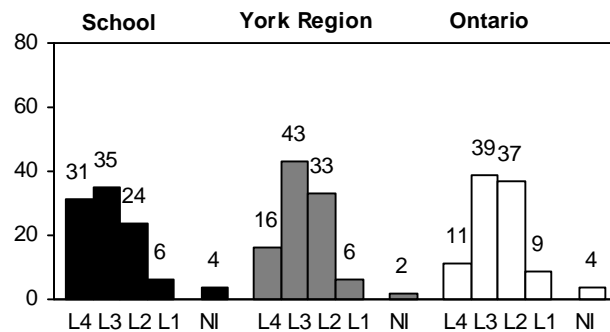


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	2	0
York Region	3	1
Ontario	4	1

WRITING

Percentage of Participating Students at Each Level

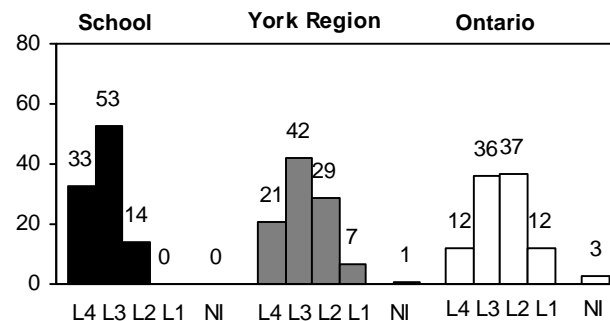


Non-participation Profile

	% Exempt ^a	% No Data ^b
School	2	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	2	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 Reesor Park P. S. EQAO results demonstrate improvement in all areas assessed. As we analyze the 1998-1999 EQAO results and monitor our school wide data, we see that once again writing skills continue to be a focus area for continued improvement. Writing skills are needed in cross-curricular studies. We also are aware that our students need to recognize and respond to a much wider variety of reading formats. Analytic and communication abilities need to be explored in context.

Students continue to need to be engaged in purposeful reading activities which can lead them to a better understanding of the writer's purpose and method of communication (e.g. newspaper and magazine editorials and articles, poetry, plays, stories, songs etc.) Parents will be invited to share in developing a stronger awareness of these skills at home.

Opportunities to verbalize then record their thinking and problem-solving approaches will be increased. Children will need more experience discussing and comparing to improve their written responses. As children learn to articulate their points of view and hear those of others, they are becoming more effective problem solvers. Students will be expected to read more varieties of print and write in a variety of voices.

Last year we began a three-year plan to refurbish the resource centre. The school will purchase and utilize new resources, which will support current needs for learning. We will continue to increase the types of library resources and their availability for units of study. There will be workshops to support teachers in the skills and strategies to utilize effectively the various types of print in cross-curricular learning. Our students will be offered greater access to the library and the resources.

Our math results indicate steady progress. This year we will be upgrading, replacing and purchasing new math manipulatives, which are identified as tools for learning and communicating mathematics skills. Making mathematics authentic through application in the real world both at home and school will be a critical component of study.

Last year we held a reading course for primary parents to enable them to support student reading and understanding at home. This year we will offer a programme for junior and intermediate parents.

We strive to utilize the EQAO anchor booklets and Ministry exemplars to guide our assessment of students' work and to develop strategies for teaching our students the skills they need to know. Sharing examples of good work and supporting students to strive for higher levels of understanding and skill helped students perform and revise tasks.

The curriculum night we held this October focussed on language and mathematics assessment and evaluation. The Reesor Park P.S. staff will continue to work within their divisions to investigate ways in which key skills can be applied in authentic, meaningful ways in a wider variety of subjects. Information will be shared through our monthly school newsletter.

The continued commitment from the students, staff and community will support success in achieving our goals. Reesor Park P.S. staff and students value the support of both the School Council and PTLG as they work in partnerships. They offer proactive advice and support school goals.

For further information about this report please contact:

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