



St. Gregory Catholic School  
Curriculum & Programs  
Sub-Committee Meeting

Information About

Province-Wide Testing

## Why Ontario conducts province-wide tests

- To identify trends in student learning
- To identify curriculum areas that need more attention
- To target resources where they are needed
- To give an indication of how each child is learning
- To strengthen accountability

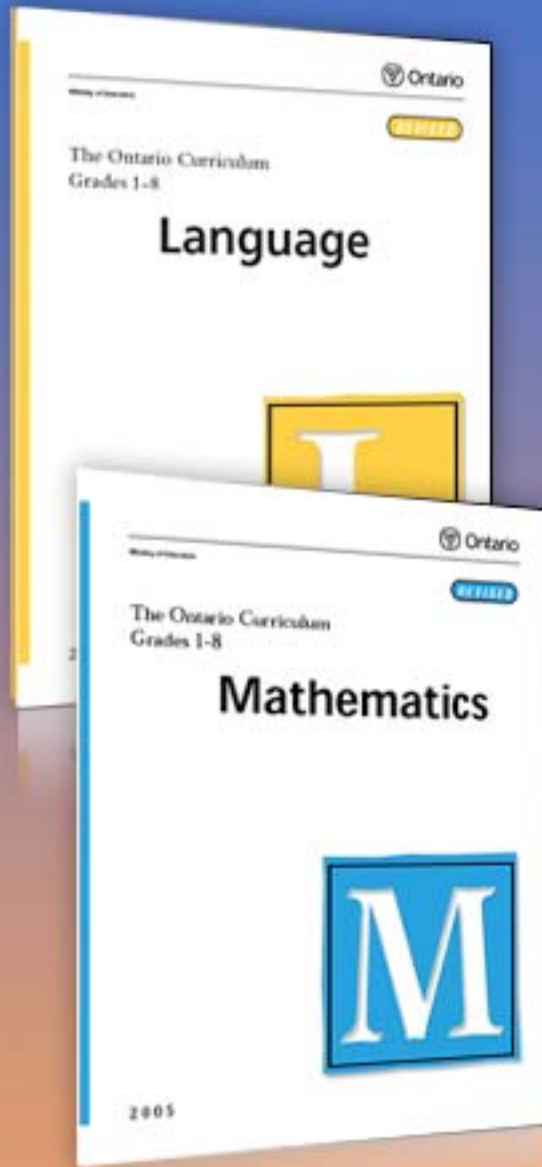


## About the tests

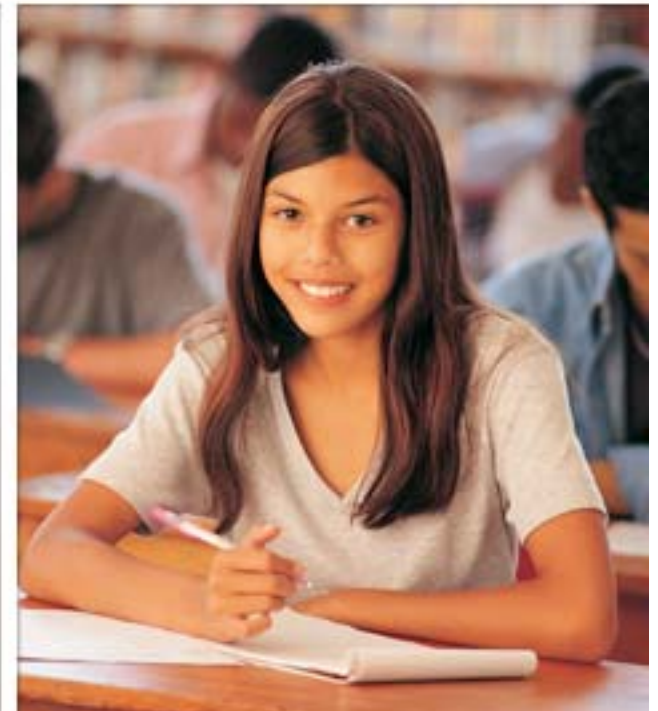
### The tests

- are taken at key stages: Grades 3, 6, 9 and 10;
- assess cumulative knowledge and skills and
- are based on The Ontario Curriculum.

The tests aren't intended to require special preparation. Students demonstrate the reading, writing and math skills they have developed through regular classroom work.



Education Quality and  
Accountability Office  
**EQAO**





## When the testing occurs

- Testing occurs in late May and early June.
- Schools determine their exact testing dates.



## Your child's results

- You will get your child's results in September.
- EQAO's Individual Student Report (ISR) will be sent home.



## Achievement levels

- As on your child's school report card, achievement on these tests is reported according to the province's four achievement levels.



**LEVEL 4**



**LEVEL 3**

**THE PROVINCIAL STANDARD**



**LEVEL 2**



**LEVEL 1**

Results do not affect your child's report card.

## What EQAO results tell you about your child

EQAO results are

- a snapshot of your child's achievement in relation to the provincial standard and
- an objective, reliable indicator of how well your child is meeting the reading, writing and math expectations defined in The Ontario Curriculum.

Remember:

- It is important to consider a wide variety of achievement information.
- EQAO results are one objective indicator of achievement.



## Importance of tracking results over time

- Research shows a clear relationship between early achievement and achievement in secondary school.
- Early recognition and support at school and at home can make all the difference.
- Together as a school community, we can help all students maintain or improve to higher levels of achievement.





## How schools use the results

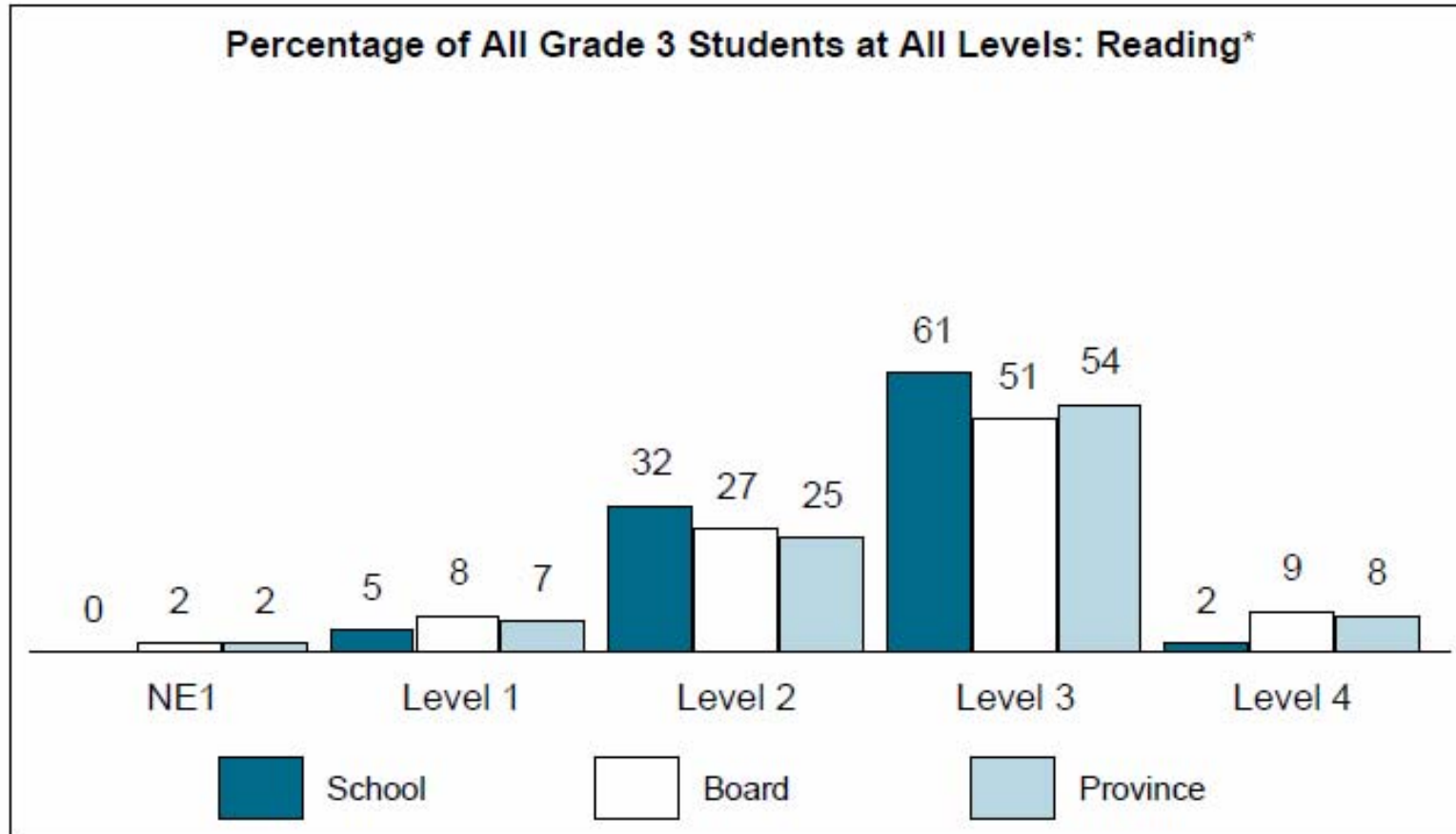
- To identify how well students are meeting the curriculum expectations
- To identify strengths and areas for improvement
- To guide school improvement initiatives
- To help pinpoint where resources are needed
- To support effective teaching practices
- To determine whether improvement initiatives are working
- To talk with parents about student achievement



## Our school's results and improvement plan

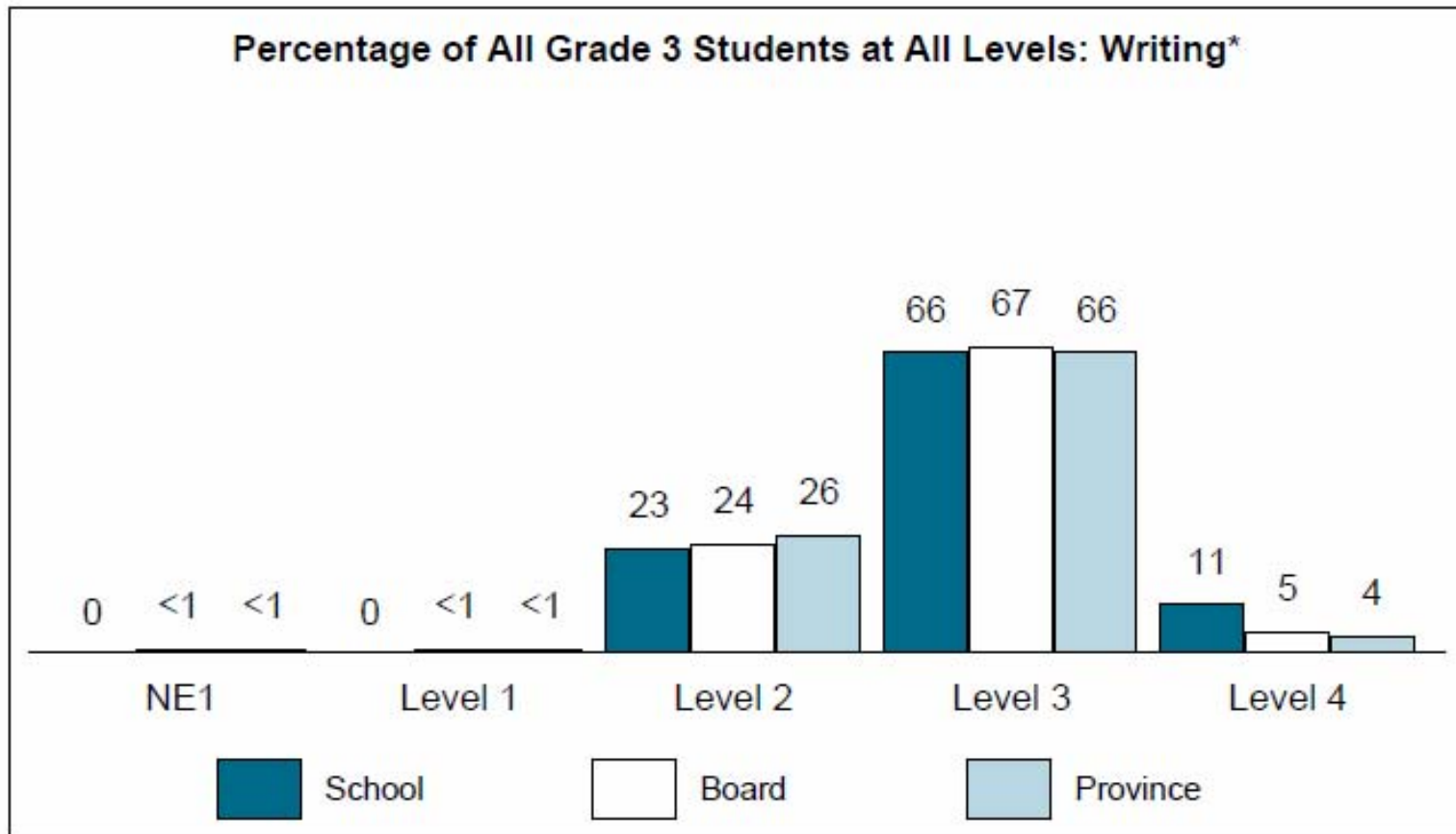


# 2009-2010 Grade 3 EQAO Results



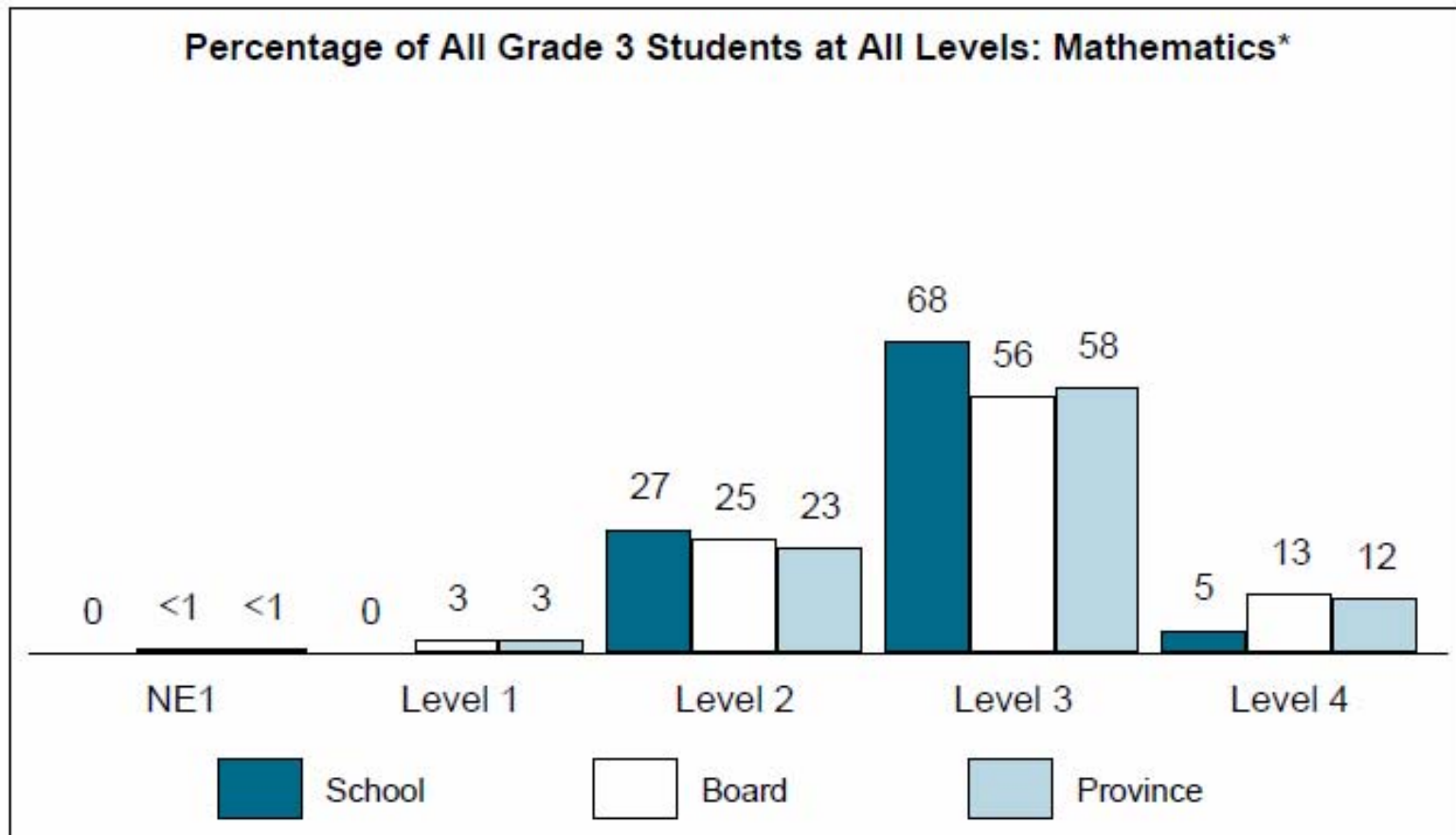
ST. GREGORY CATHOLIC SCHOOL

# 2009-2010 Grade 3 EQAO Results



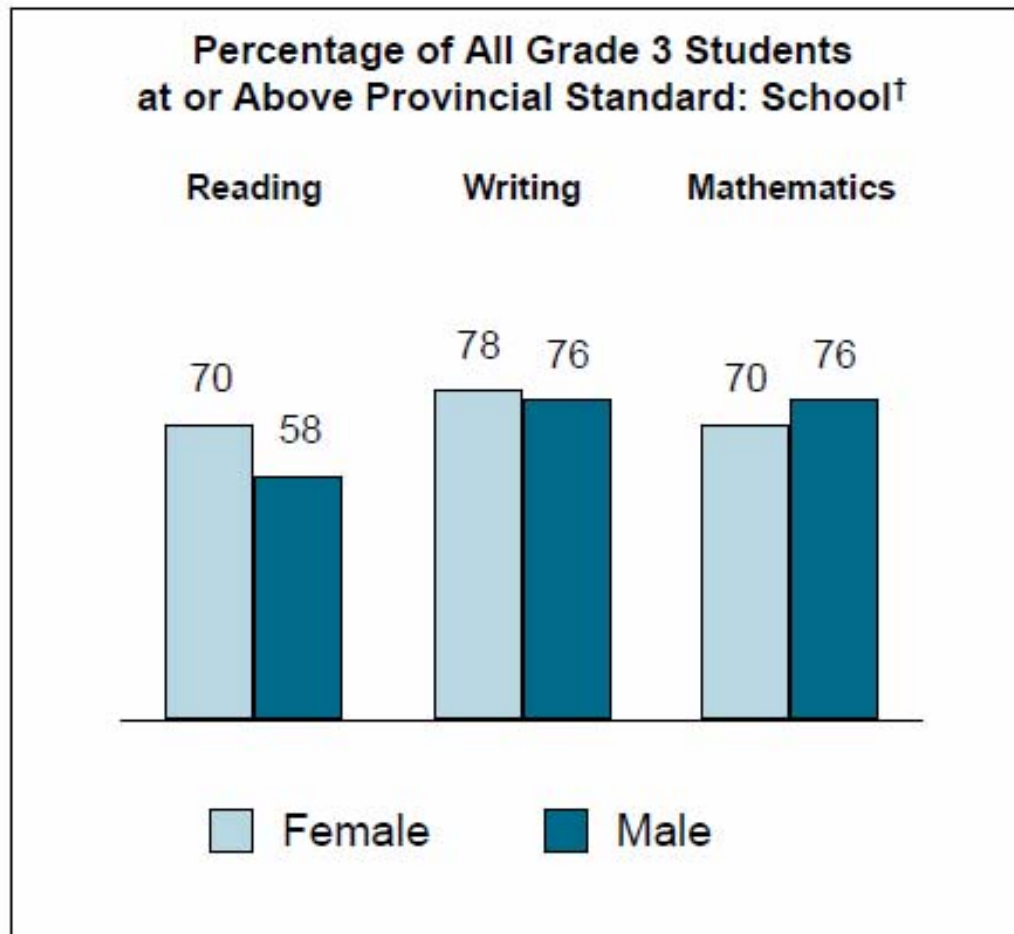
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# 2009-2010 Grade 3 EQAO Results

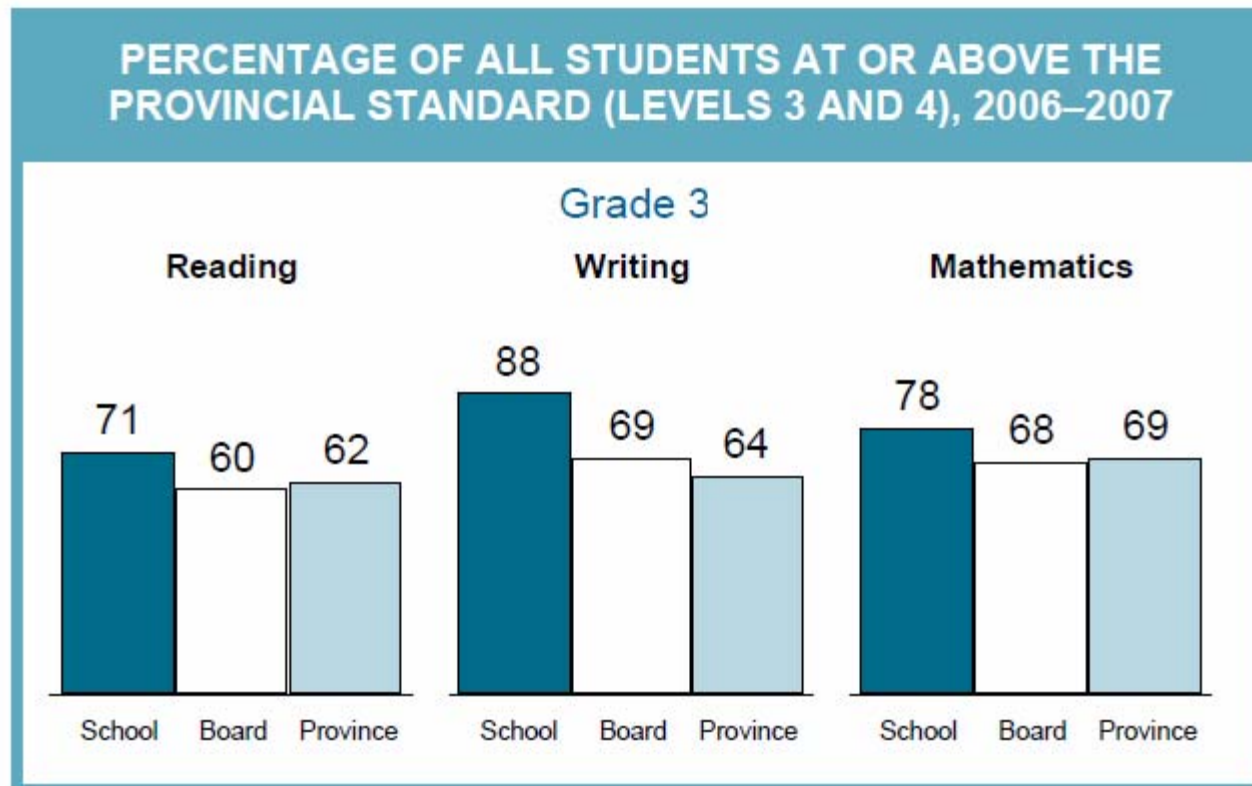


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# EQAO Results by Gender

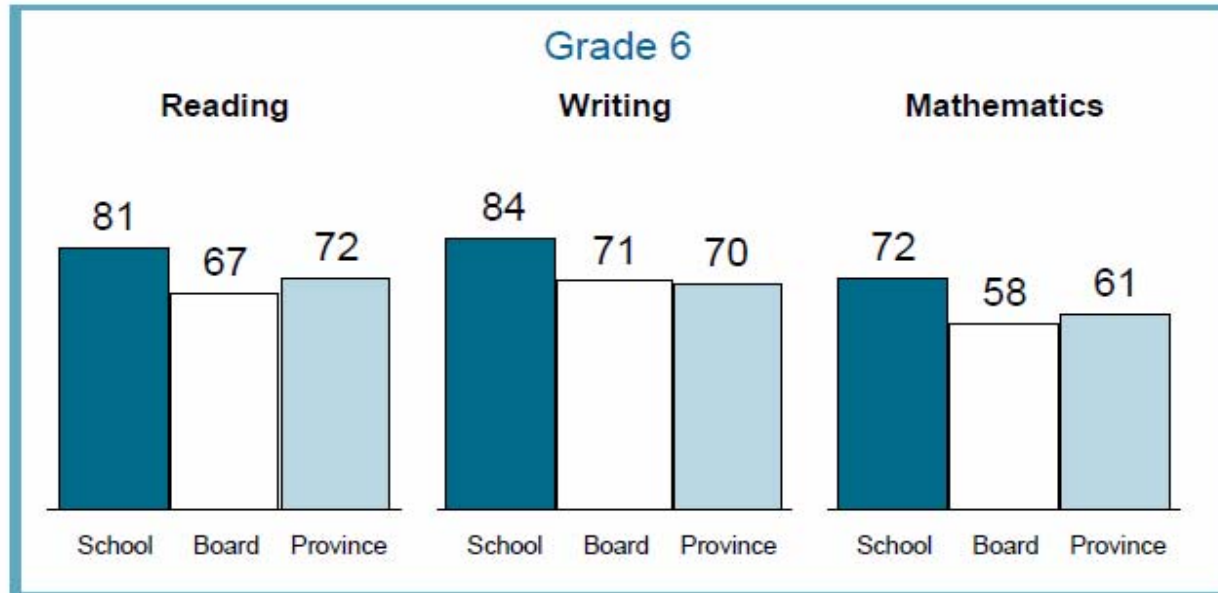


# 2009-2010 Grade 6 Cohort EQAO Results

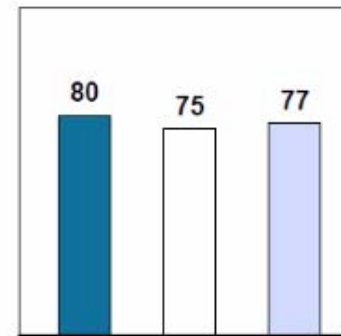
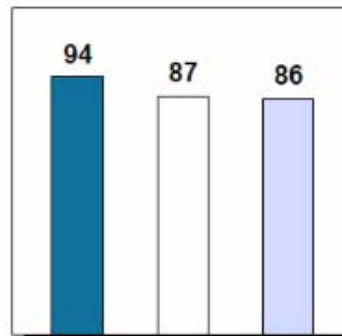
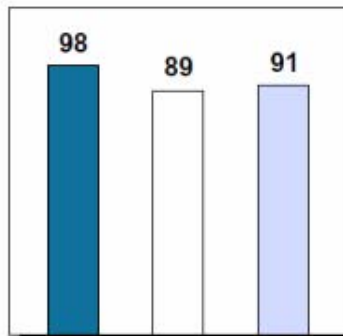


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## PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2009–2010

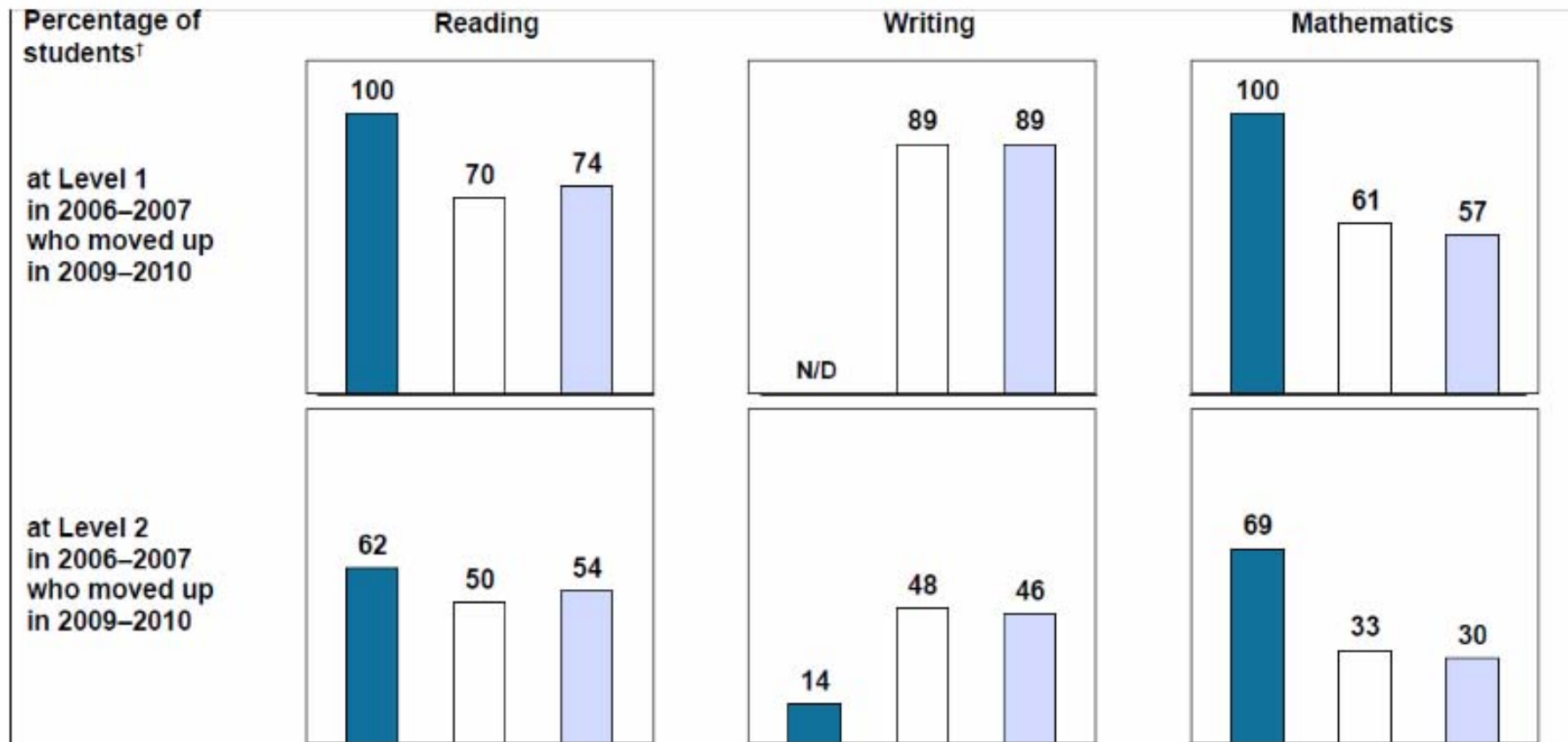


at Levels 3 and 4 in 2006–2007 who remained at or above the provincial standard in 2009–2010



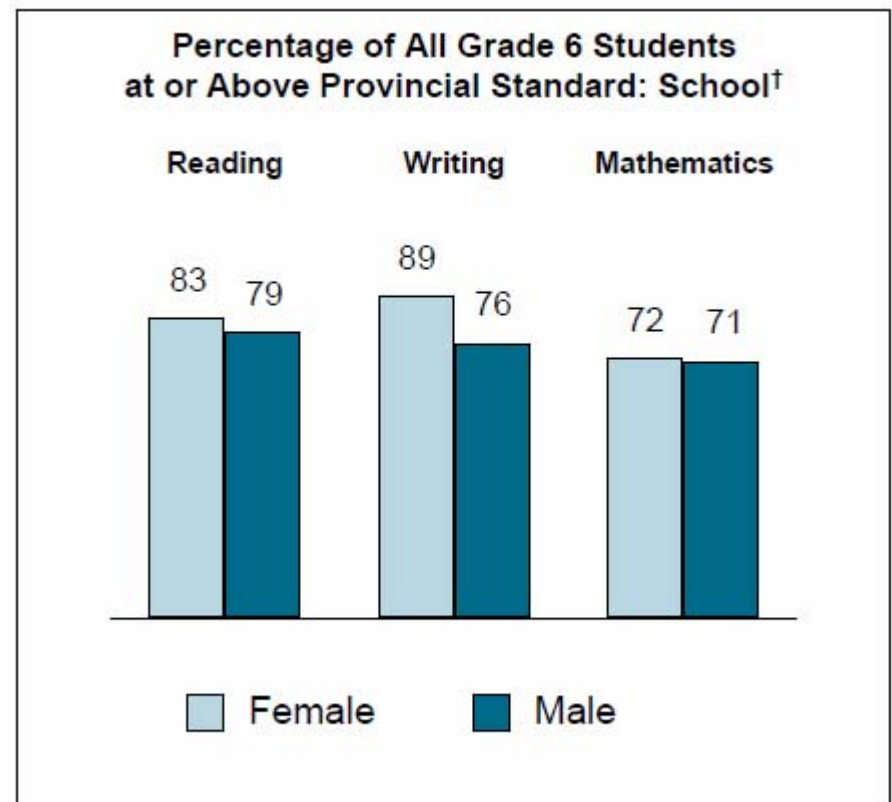
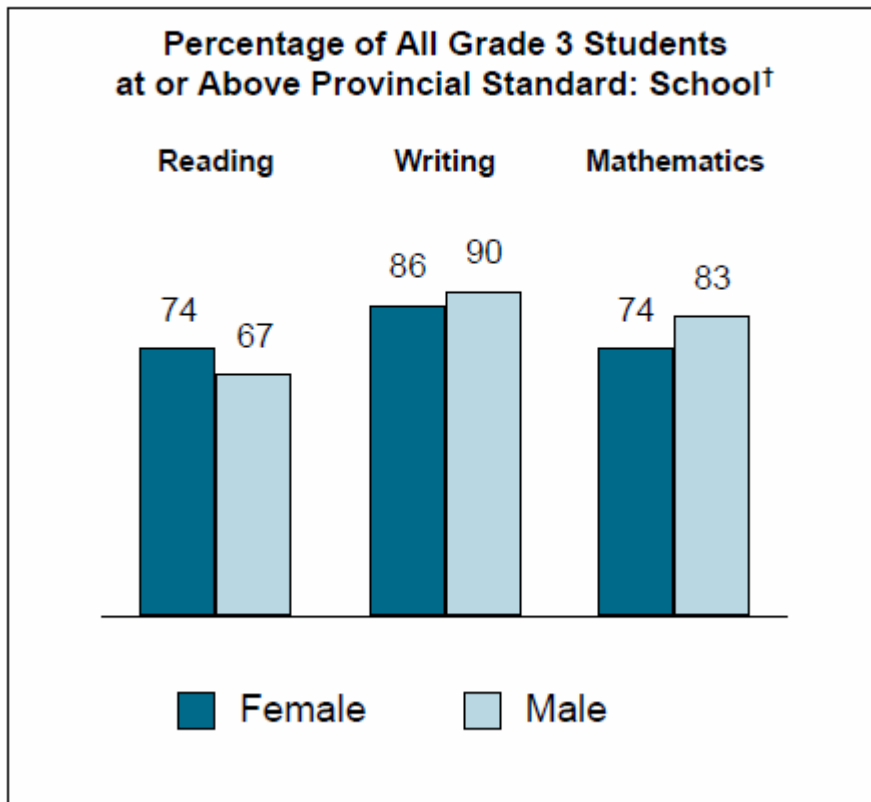


# 2009-2010 Grade 6 Cohort EQAO Results



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# Cohort Gender Comparison



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# Areas of Need

## Literacy (K-6)

- Gender Gap for Grade 3 in Reading
- Reading for Meaning

## Literacy (7-8)

- Making inferences
- Making connections

## Numeracy (K-6)

- Geometry and Spatial Sense
- Measurement

## Numeracy (7-8)

- Patterning & Algebra
- Data Management & Probability
- Measurement

# Strategies to Address Areas of Need

## **LITERACY**

### **•Comprehensive Literacy Assessments (K-Gr. 3)**

- includes revised running records, writing assessments, oral language, phonological awareness

### **Gradual Release of Responsibility**

- daily read aloud, explicit modeling/teaching of comprehension strategies

- shared and guided reading

- independent reading

- integration of technology, drama and the arts to differentiate instruction

# Strategies to Address Areas of Need

## **LITERACY**

### **Teaching Learning Critical Pathway (T-LCP)**

- focus on assessment for learning
- teacher moderation and pre-post assessment data
- differentiated instruction

### **Focus on Boys' Literacy**

- Build collection of materials specifically geared at boys (graphic novels, non-fiction, science-fiction, newspapers and comics, etc.)
- increasing opportunities for authentic reading and writing (e.g., reading buddies club)
- increase exposure to computer technology to supplement reading and writing instruction
- infuse more opportunities for the arts to be incorporated into literacy instruction.
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# Strategies to Address Areas of Need

## **NUMERACY**

- Ensure that a variety of instructional approaches (e.g., read math stories, play math games) are being used in conjunction with appropriate resources such as manipulatives and technology.
- Provide opportunities to investigate properties of geometric shapes and polygons, and classifying triangles.
- Review divisional assessment and evaluation practices and facilitate grade and divisional dialogue.