



September 2018

Glen Morris Central School **EQAO Assessment News**

Principal: Ms. Latha Reuben

EQAO Assessments of Reading, Writing and Mathematics: Primary Division (Grades 1-3) and Junior Division (Grades 4-6) 2017-18

Overview:

Teachers administered the EQAO assessment to grade three and grade six students in May and June of 2018. The assessment consisted of three booklets (one for mathematics and two for language). The reading tasks involved fiction and non-fiction passages, followed by open-response and multiple-choice items. For writing, there were short and long writing tasks and multiple-choice items to complete. The mathematics booklet consisted of open-response and multiple-choice items. The student booklets were returned to EQAO to be scored by trained classroom teachers and principals during the summer. Individual student results will be forwarded to the parent(s)/guardian(s) of the students who participated in the assessments.

Key Ideas to Remember:

1. The assessments are developed using The Ontario Curriculum for Language and Mathematics.
 2. A different group of students are assessed each year and it is important to recognize that students have different abilities and experiences.
 3. The data provides information about the students' performance during **one** assessment and it is therefore a "snapshot" of students' knowledge and skills, not the entire picture.
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School Demographics

Glen Morris has a school population of 173 students ranging from Kindergarten to Grade Eight. There is a JK/SK classroom staffed with a teacher and an DECE and an SK/Grade 1 classroom staffed with a teacher. In addition to that, there are five split classrooms from grade two to grade eight. The school staff provide numerous extra-curricular programs and coach several school teams. There is also an active School Council committee that meet regularly.

School Results

EQAQ uses two methods of reporting, “All Students” and “Participating Students.”

“**All Students**” data is reported as a percentage for all students in the grade (students demonstrating levels 1, 2, 3, and 4 and those who are exempt, no data or NE1). Exempt students are those who were formally exempted from participation in one or more components of the assessment. No data includes non-exempt students who did not complete any part of the assessment due to absence or for medical or other reasons. NE1, or not enough evidence to score level 1, is used when pupils did not demonstrate enough evidence to be assigned a level. The following information is related to all students participating.

The Grade 3 scores for reading of Glen Morris students attaining level three or four total 75%. The Grade 3 scores for writing at level three or four total 88%. The Grade 3 scores for mathematics at level 3 or 4 total 81%.

Combined results for three years (2015-2018) Grade 3 scores at Glen Morris for reading is 75% compared to 66% for the Board and 75% for the Province. Combined results for three years (2015-2018) Grade 3 scores for writing is 88% compared to 62% for the Board and 72% for the Province. Combined results for three years (2015-2018) Grade 3 scores for mathematics are 81% compared to 48% for the board and 61% for the Province.

The Grade 6 scores for reading of Glen Morris students attaining level three or four total 86%. The Grade 6 scores for writing at level three or four total 91%. The Grade 6 scores for mathematics at level 3 or 4 total 64%.

Combined results for three years (2015-2018) Grade 6 scores at Glen Morris for reading are 86% compared to 75% for the Board and 82% for the Province. Combined results for three years (2015-2018) Grade 6 scores for writing are 91% compared to 70% for the Board and 80% for the Province. Combined results for three years (2015-2018) Grade 6 scores for mathematics are 64% compared to 36% for the board and 49% for the Province.

Interpretation of Results

The combined totals for grade three and grade six in Reading, Writing and Mathematics over the past three years, are consistently higher than the averages for both the board and the province. Staff and students have consistently focused their work in Math and Language during this time, and the results demonstrate this. Our combined three-year mathematics totals are weaker and will continue to be an area of focus within the school this year.

Next Steps

Glen Morris staff will use ongoing assessment, feedback and high yield instructional strategies in mathematics. Students will be taught and given opportunities to develop a balance of sound of number skills and critical thinking skills and apply them to problem solving. These skills will be important to learning and further EQAQ assessments.