



September 2014

Glen Morris Central School

EQAO Assessment News

Principal: Mr. T. Zebroski

EQAO Assessments of Reading, Writing and Mathematics: Primary Division (Grades 1-3) and Junior Division (Grades 4-6) 2013 - 2014

Overview:

Teachers administered the EQAO assessment to grade three and grade six students in May and June of 2014. 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 is 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 177 students ranging from Kindergarten to Grade Eight. There is one all day kindergarten class staffed by a teacher and ECE. There are seven classes from grade one to grade eight. The school staff provide a number of extra-curricular programs and school teams. There is also an active School Council and After School Program operated by Brant County.

School Results

EQAO 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 work 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 80%. The Grade 3 scores for writing at level three or four total 93%. The Grade 3 scores for mathematics at level 3 or 4 total 93%.

Combined results for three years (2012-2014) Grade 3 scores at Glen Morris for reading are 80% compared to 59% for the Board and 68% for the Province. Combined results for three years (2012-2014) Grade 3 scores for writing are 93% compared to 66% for the Board and 77% for the Province. Combined results for three years (2012-2014) Grade 3 scores for mathematics are 78% compared to 56% for the board and 67% for the Province.

The Grade 6 scores for reading of Glen Morris students attaining level three or four total 74%. The Grade 6 scores for writing at level three or four total 87%. The Grade 6 scores for mathematics at level 3 or 4 total 43%.

Combined results for three years (2012-2014) Grade 6 scores at Glen Morris for reading are 82% compared to 70% for the Board and 77% for the Province. Combined results for three years (2012-2014) Grade 6 scores for writing are 82% compared to 64% for the Board and 76% for the Province. Combined results for three years (2012-2014) Grade 6 scores for mathematics are 49% compared to 45% for the board and 56% for the Province.

Interpretation of Results

The combined totals for grade three and grade six in language over the past three years (reading and writing) are consistently higher than the averages for both the board and the province. Staff and students have consistently focused their work in language during this time period, and the results demonstrate this. 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 EQAO assessments.