

Highlights of the Provincial Results

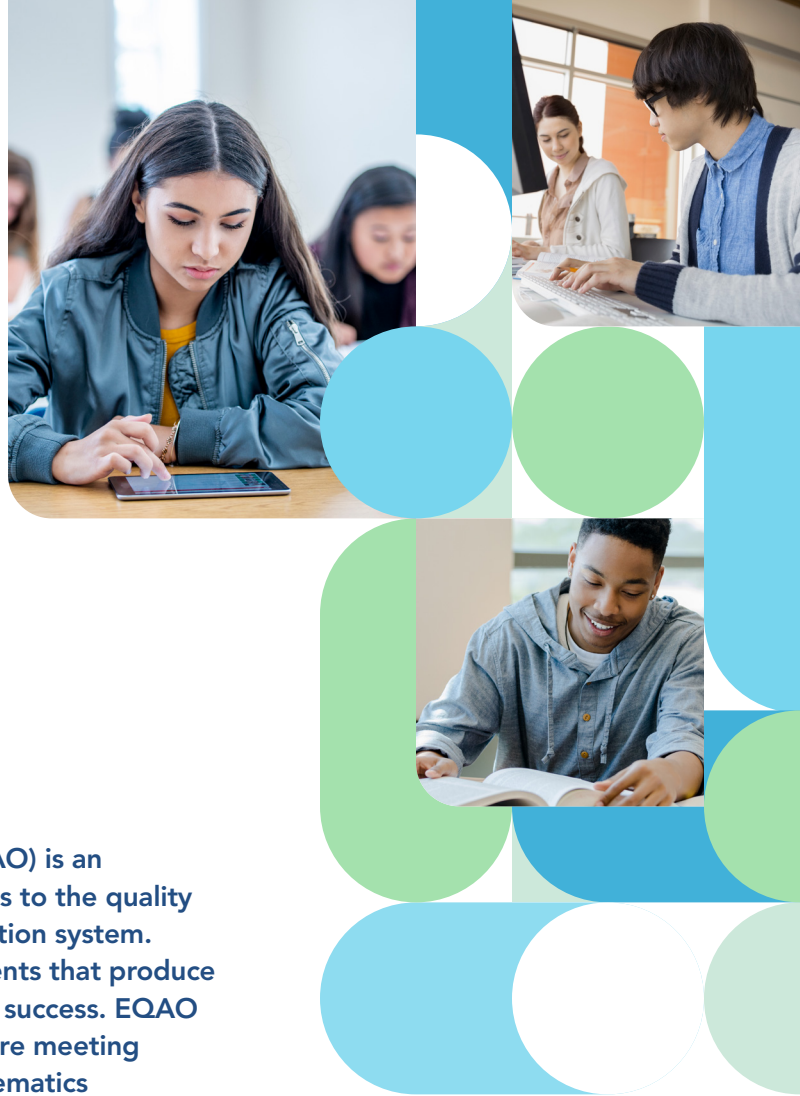
Ontario Secondary School Literacy Test (OSSLT)

The Education Quality and Accountability Office (EQAO) is an agency of the Government of Ontario that contributes to the quality and accountability of Ontario’s publicly funded education system. EQAO develops and administers large-scale assessments that produce objective and reliable information to support student success. EQAO data act as a snapshot that shows whether students are meeting curriculum expectations in reading, writing and mathematics at key stages of their education.

Context

EQAO is reporting for the second year on the student achievement results of its digitalized and modernized provincial assessments. Results from last year are provided along with those from the 2022–2023 school year to show trends in achievement and attitudes over the last two years. Such analyses of results contribute to a better understanding of student learning over time.

As part of the digitalization and modernization of EQAO assessments, in 2021–2022, the agency introduced an online mode of delivery and a new assessment model (linear test design) for the OSSLT, which differ from those of the prior paper-based assessments.¹



Considerations

The OSSLT is a linear test design computer assessment that measures whether students are meeting the minimum standard for literacy across all subjects according to *The Ontario Curriculum*. First-time eligible students typically take the assessment in Grade 10.

The OSSLT comprises two sessions containing selected-response and open-response questions. Each session is designed to be completed in 60 minutes. The e-assessment model allows for schools to administer the OSSLT over a longer administration period: in 2022–2023, the OSSLT was administered over a period of approximately 13 weeks in both fall and spring.

¹ A different EQAO assessment model necessitates new baselines for assessment results, meaning that new trendlines were set in 2021–2022.

Assessment Results²

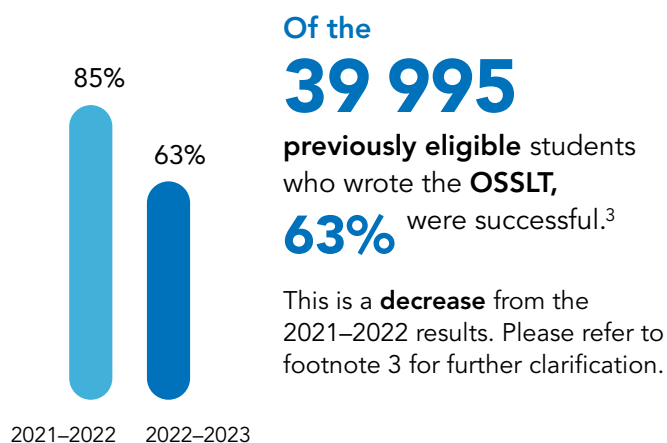
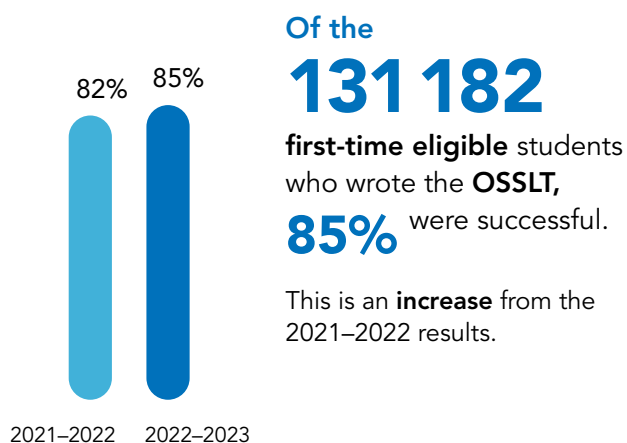
Overall success rates on the OSSLT are high, showing stability in students' acquisition of the literacy skills stated in *The Ontario Curriculum*.

ALL PARTICIPATING STUDENTS

In 2022–2023,

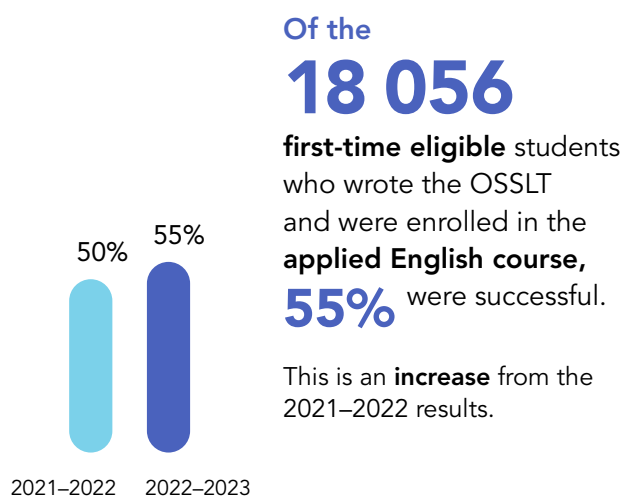
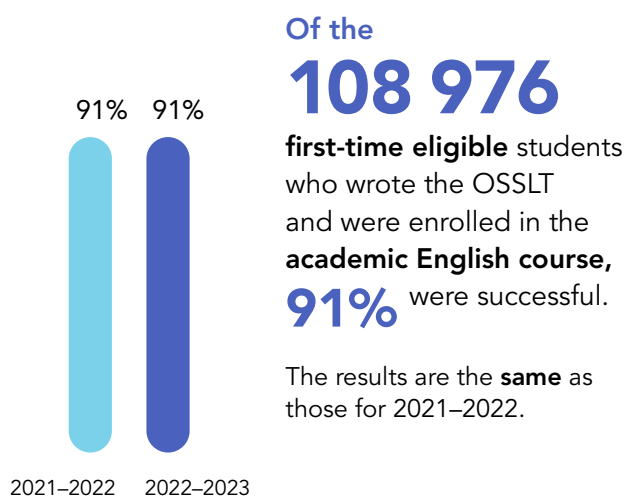
171 177 students fully participated in the OSSLT.

Note: Some students benefitted from the opportunity to attempt the test a second time in the spring if they were not yet successful in the fall.



STUDENTS ENROLLED IN ACADEMIC AND APPLIED COURSES

The gap in achievement between students enrolled in academic and those enrolled in applied courses continues to be an area that requires attention.



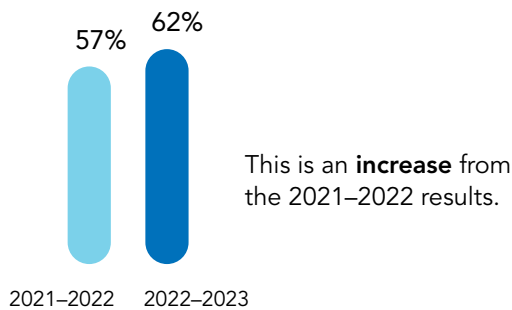
² Since 2021–2022, EQAO has reported achievement results for fully participating students only.

³ There is a considerable difference between the size and composition of the 2021–2022 previously eligible cohort and the size and composition of the cohort of this school year. In 2021–2022, a greater number of Grade 11 and non-graduating Grade 12 students participated. These students were previously eligible to take the OSSLT in 2019–2020 and 2020–2021 but were not able to, due to the pandemic-related pause in assessments in these years. Compared with the 2018–2019 cohort, which is a better comparison, the 2022–2023 results represent an increase (from 50% to 63%).

STUDENTS WITH SPECIAL EDUCATION NEEDS

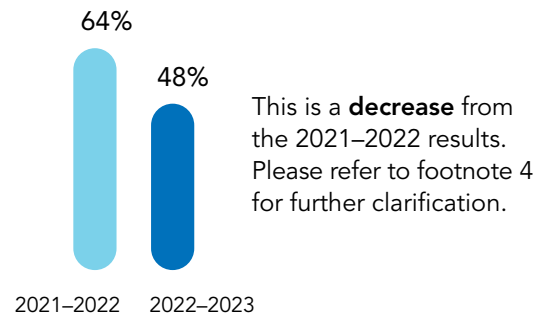
Of the
23 989

first-time eligible students who wrote the OSSLT and were identified as having **special education needs** (excluding gifted), **62%** were successful on the test.



Of the
12 426

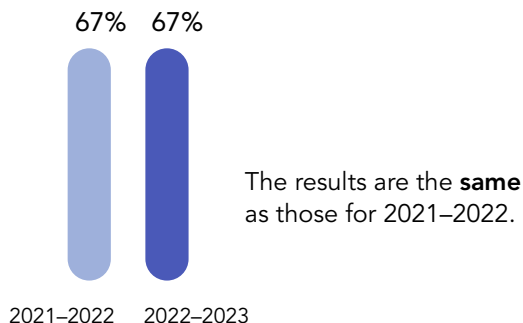
previously eligible students who wrote the OSSLT and were identified as having **special education needs** (excluding gifted), **48%** were successful on the test.⁴



STUDENTS WHO ARE ENGLISH-LANGUAGE LEARNERS

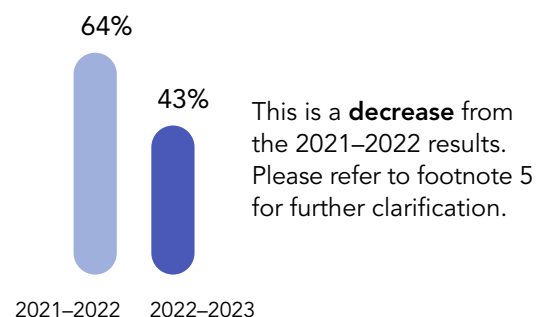
Of the
4718

first-time eligible students who wrote the OSSLT and were identified as **English-language learners**, **67%** were successful on the test.



Of the
3542

previously eligible students who wrote the OSSLT and were identified as **English-language learners**, **43%** were successful on the test.⁵



⁴ There is a considerable difference between the size and composition of the 2021-2022 previously eligible cohort and the size and composition of the cohort of this school year. In 2021-2022, a greater number of Grade 11 and non-graduating Grade 12 students participated. These students were previously eligible to take the OSSLT in 2019-2020 and 2020-2021 but were not able to, due to the pandemic-related pause in assessments in these years. Compared with the 2018-2019 cohort, which is a better comparison, the 2022-2023 results represent an increase (from 34% to 48%).

⁵ There is a considerable difference between the size and composition of the 2021-2022 previously eligible cohort and the size and composition of the cohort of this school year. In 2021-2022, a greater number of Grade 11 and non-graduating Grade 12 students participated. These students were previously eligible to take the OSSLT in 2019-2020 and 2020-2021 but were not able to, due to the pandemic-related pause in assessments in these years. Compared with the 2018-2019 cohort, which is a better comparison, the 2022-2023 results represent an increase (from 42% to 43%).

Learners' Context

EQAO's student and educator questionnaires are completed voluntarily during the assessment administration and offer valuable attitudinal and contextual information about students' experiences and perceptions with respect to literacy. This type of information is important and should be considered alongside assessment results and data from other sources to build a full understanding of student learning in Ontario.

Overall, 81% of fully participating students completed the Student Questionnaire, 533 teachers completed the Teacher Questionnaire and 546 principals completed the Principal Questionnaire.



INTEREST AND CONFIDENCE IN LITERACY⁶

Reading

Overall,

48% of students
read on their own
time, and

60% of students
think being a **good
reader is important
to them**, and

74% of students
think they are a **good
reader**, and

77% of students
think they can **read
easily**, and

32% indicated that
**reading is one of their
favourite activities**.

Writing

34% **write** on their
own time.

63% think being
a **good writer is
important to them**.

59% think they are
a **good writer**.

62% think they can
write easily.

26% indicated that
**writing is one of their
favourite activities**.



TECHNOLOGICAL ACCESS AND SAVVINESS⁷

Overall,

88% of students indicated that they have
access to a **strong Internet connection** at home
to complete their school work.

84% of students indicated that they use
technology to improve their knowledge and skills.



SELF-DIRECTED LEARNING AND COLLABORATION⁸

Overall,

77% of students indicated that **they keep
trying** if they make a mistake or if something
is difficult.

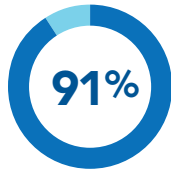
79% of students indicated that **doing their
best** at school is important to them.

66% of students think that **learning in groups**
is a good way to learn.

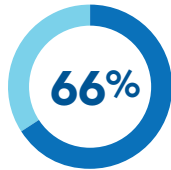
^{6, 7, 8} First-time eligible students' and previously eligible students' data are combined.

TEACHING TRANSFERABLE SKILLS

Overall,



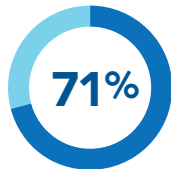
of teachers indicated that they incorporate student development of transferable skills such as **communication** (e.g., speaking, writing, listening) into their general practices.



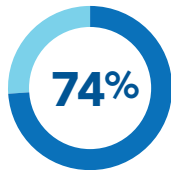
of teachers indicated that they incorporate student development of transferable skills such as **digital literacy** (e.g., evaluating information sources, privacy and security) into their general practices.

USE OF EQAO DATA

Overall,



of principals indicated that they plan to use this year's EQAO data to identify how well students are meeting **curriculum expectations**.



of principals indicated that they plan to use this year's EQAO data to inform **program planning**, **resource allocation** or **teaching practices**.



EQAO's data are an important indicator of student learning that adds to the available knowledge about how Ontario students are doing. These data also help Ontario's education sector with improving student achievement and well-being at the individual, school, school board and provincial levels. EQAO data alongside information from other sources can strengthen conversations about student learning across the province.

To explore additional EQAO data, please visit

[School, Board and Provincial Results](#)

[Interactive EQAO Dashboards](#)