

Assessment of Reading, Writing and Mathematics, Primary Division (Grade 3)

Students in English-Language
Schools, 2023–2024



Highlights of the Provincial Results

Assessment of Reading, Writing and Mathematics, Primary Division (Grade 3)

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 third consecutive year on the student achievement results of the online provincial assessments. Results from the previous two school years are provided along with those from 2023–2024 to show trends in achievement and attitudes from year to year. Such analyses of results contribute to a better understanding of student learning over time.¹

Considerations

The Assessment of Reading, Writing and Mathematics, Primary Division, administered to students in Grade 3, is a computer-based assessment that measures the reading, writing and mathematics knowledge and skills students are expected to have learned by the end of Grade 3 according to *The Ontario Curriculum*.

The e-assessment model allows for greater flexibility and choice for schools to administer the Assessment of Reading, Writing and Mathematics, Primary Division, over a longer administration period: in 2023–2024, the assessment was administered from mid-May to mid-June 2024.

¹ In 2021–2022, for the primary-division Assessment of Reading, Writing and Mathematics, EQAO introduced an online mode of delivery and new assessment models (multi-stage computer adaptive for mathematics; linear test design for literacy), which differ from those of the prior paper-based assessments. New trendlines and new baselines were set, and in keeping with large-scale assessment best practices, standard setting in mathematics was conducted to define levels of achievement. Additionally, the introduction of a new language curriculum in 2023 required a redesign of the reading and writing components of the assessment.

Assessment Results²

Grade 3 student achievement results have decreased in reading and in writing and have increased in mathematics, relative to those in 2022–2023. The three-year trend shows that the percentage of students meeting the provincial standard has decreased in reading and in writing and has increased in mathematics.



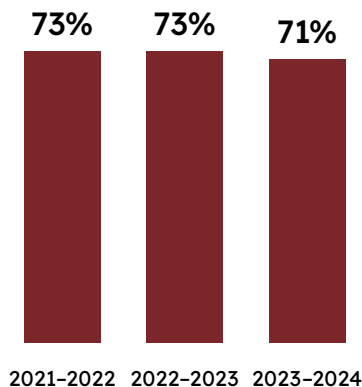
All Participating Students in 2023–2024

Reading



117 100

students fully participated in the reading component of the primary-division assessment.



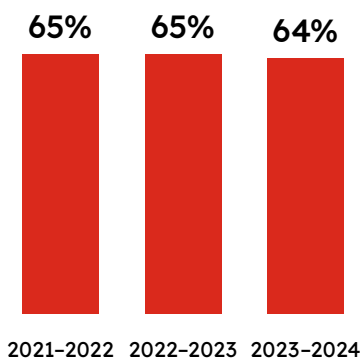
71% of fully participating students met the provincial standard (Levels 3 and 4) in reading.

Writing



117 227

students fully participated in the writing component of the primary-division assessment.



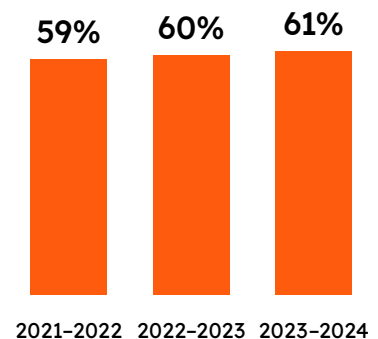
64% of fully participating students met the provincial standard (Levels 3 and 4) in writing.

Mathematics



123 090

students fully participated in the mathematics component of the primary-division assessment.



61% of fully participating students met the provincial standard (Levels 3 and 4) in mathematics.³

² Since 2021–2022, EQAO has reported achievement results for fully participating students only. This includes all students who took part in the assessment and, as a result, have data.

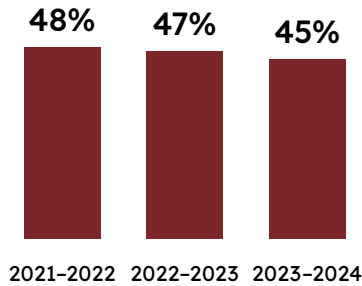
³ It is encouraging to note that among the 30% of students who achieved Level 2 in mathematics (36 418 students), almost half (17 471 students) were close (as indicated by a high Level 2 outcome) to meeting the provincial standard and demonstrated most of the knowledge and skills required for work in subsequent grades.

Students with Special Education Needs

15 262 Of the 15 262 students who wrote the **primary-division** assessment and were identified as having **special education needs** (excluding gifted),

45%

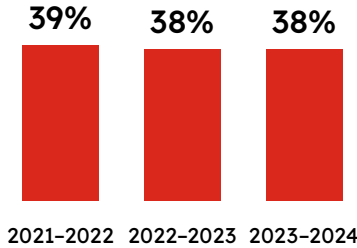
met the provincial standard (Levels 3 and 4) in **reading**.



This is a **decrease** from the previous school year. The three-year trend shows a **decrease** in the percentage of students meeting the provincial standard.

38%

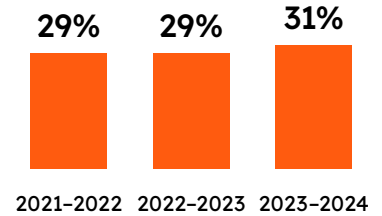
met the provincial standard (Levels 3 and 4) in **writing**.



The results are **the same** as those from the previous school year. The three-year trend shows a **decrease** in the percentage of students meeting the provincial standard.

31%

met the provincial standard (Levels 3 and 4) in **mathematics**.



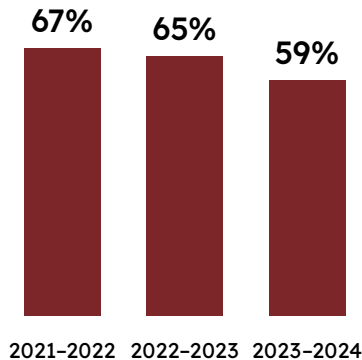
This is an **increase** from the previous school year. The three-year trend shows an **increase** in the percentage of students meeting the provincial standard.

Students Who Are English-Language Learners

12 174 Of the 12 174 students who wrote the **primary-division** assessment and were identified as **English-language learners**,

59%

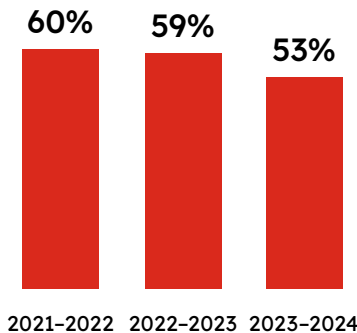
met the provincial standard (Levels 3 and 4) in **reading**.



This is a **decrease** from the previous school year. The three-year trend shows a **decrease** in the percentage of students meeting the provincial standard.

53%

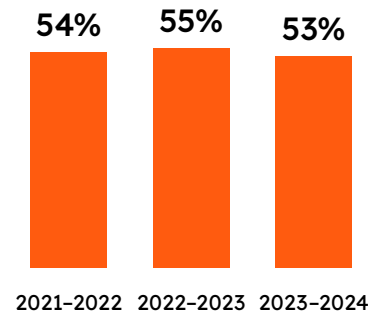
met the provincial standard (Levels 3 and 4) in **writing**.



This is a **decrease** from the previous school year. The three-year trend shows a **decrease** in the percentage of students meeting the provincial standard.

53%

met the provincial standard (Levels 3 and 4) in **mathematics**.



This is a **decrease** from the previous school year. The three-year trend shows a **decrease** in the percentage of students meeting the provincial standard.

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 and numeracy. 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, 97% of fully participating students completed the Student Questionnaire, 1408 teachers completed the Teacher Questionnaire, and 1963 principals completed the Principal Questionnaire. Principals were only required to answer the questionnaire once for both the primary- and junior-division assessments.

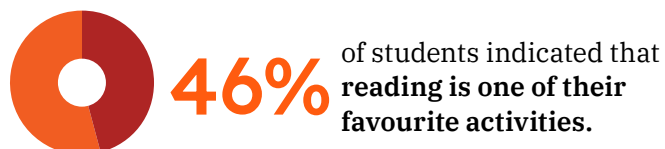
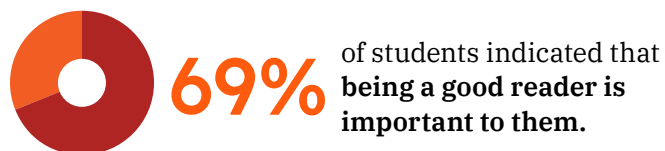
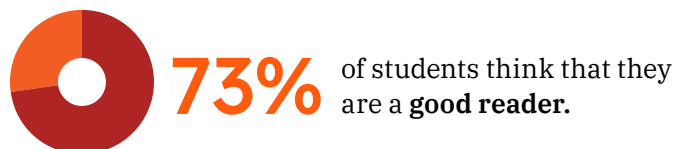


Interest and Confidence in Literacy



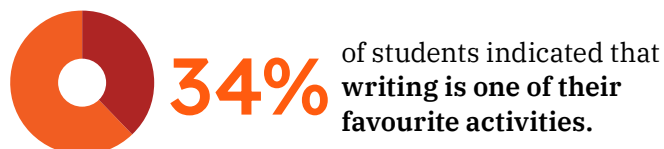
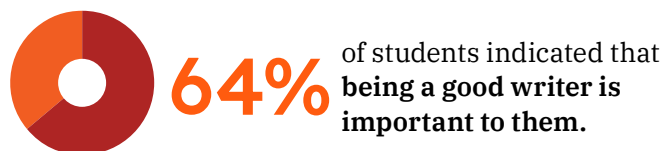
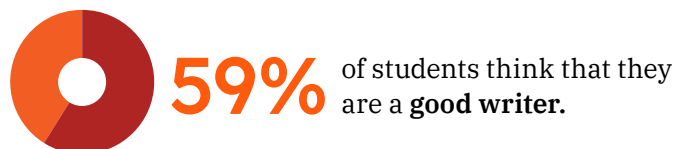
Reading

Overall,



Writing

Overall,

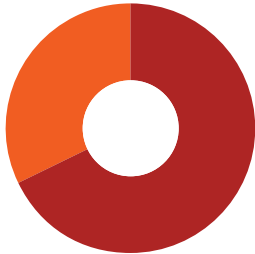


Interest and Confidence in Mathematics

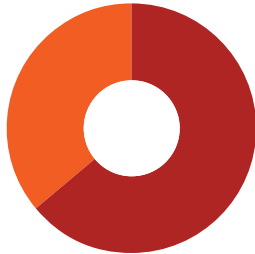


Overall,

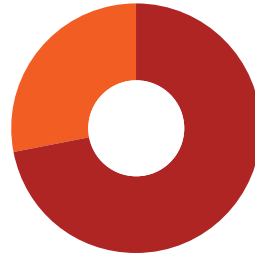
68%
of students **like math**.



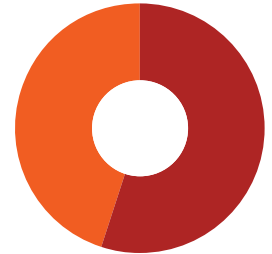
64%
of students think that they are **good at math**.



72%
of students indicated that **being good at math is important to them**.



55%
of students indicated that **math is one of their favourite subjects**.



Growth Mindset in Mathematics



Overall,

89%
of students think that a **person can always get better at math**.

72%
of students think that **almost everyone can understand math** if they are able to work at it.

Technological Access and Savviness



Overall,

34%
of students indicated that they are able to use the **Internet at home** to complete their school work.

55%
of students indicated using **technology** to learn new things.



Self-Directed Learning and Collaboration



Overall,

79%
of students indicated that **they keep trying** if they make a mistake or if something is difficult.

83%
of students indicated that **doing their best** at school is important to them.

64%
of students think that **learning in groups** is a good way to learn.

Teaching Transferable Skills



Overall,



of teachers indicated that they incorporate student development of transferable skills such as **critical thinking** and **problem solving** (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices.



of teachers indicated that they incorporate student development of transferable skills such as **communication** (e.g., speaking, writing, listening) 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](#)

